DOCUMENT RESUME

ED 131 249 CE 008 367

TITLE	Exemplary Competency-Based Vocational Teacher Education Project: Administration/Supervision Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Administrators and Supervisors of Vocational Education Programs in Florida. Series No. 5.
INSTITUTION	Florida State Univ., Tallahassee. Program of Vocational Education.
SPONS AGENCY	Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE	76
NOTE	80p.; Pages 31-35 (table of competency ratings) and pages 49-60 (table of assessment criteria for competencies) may not reproduce well in hard copy because of small, faint type. For related documents see CE 008 244-246, CE 008 366-369, and CE 008 657
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	*Administrative Personnel; Administrator Education; Administrator Qualifications; Administrator Responsibility; Job Analysis; Leadership Training; Management Development; *Performance Based Education; *Performance Criteria; *Professional Education; Program Development; State Programs; State Surveys; Supervision; Supervisors; Supervisory Training; Tables (Data); *Task Analysis; *Vocational Education
IDENTIFIERS	Florida

ABSTRACT

One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on the criteria for assessing mastery of the professional competencies (skills) important to vocational education administrators and supervisors. An overview of competency-based vocational teacher education (CBTE) and the Florida exemplary CBTE project is provided as introduction. Part 1 describes the competency identification phase of the administration/supervision component including review of related research, report of the questionnaire survey of Florida vocational-technical administrators and supervisors, findings (competencies with mean importance ratings), and conclusions. Part 2 describes the procedures for identifying and validating of specific criteria for assessing mastery of the competencies and lists the criteria in a 12-page table under 77 competency statements, grouped into the following categories: (1) Program planning, development, operation, and evaluation, (2) supervision of instructional and supportive staff, (3) funding, budget, finances, purchasing, (4) policies, regulation, legislation, (5) operation of facilities, (6) staff development, and (7) school-community and student relations. It is recommended that the assessment criteria be reviewed and revised to fit the needs of particular preservice or inservice programs designed to prepare or upgrade administrators and supervisors of vocational education programs. Appendixes contain instruments used in the study. A bibliography is included. (TA)

ED131249

EXEMPLARY COMPETENCY-BASED VOCATIONAL TEACHER EDUCATION PROJECT:

ADMINISTRATION/SUPERVISION COMPONENT

COMPETENCY AND CRITERIA IDENTIFICATION PHASE:

PROFESSIONAL COMPETENCIES AND ASSESSMENT CRITERIA FOR ADMINISTRATORS AND SUPERVISORS OF VOCATIONAL EDUCATION PROGRAMS IN FLORIDA

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PROJECT DIRECTOR DR. ROBERT E. ANDREYKA

PROJECT COORDINATOR DR. WILLIAM E. BLANK

GRADUATE ASSISTANT MS. DOROTHY STANLEY

Program of Vocational Education
Florida State University
Tallahassee, Florida 32306

In Cooperation With
Florida State Department of Education
Division of Vocational Education
Tallahassee, Florida 32304

1976

CE 009 367

Final Report of
Competency and Criteria Identification Phase
Of Administration/Supervision Component

Project No. VTAD-5 #6-0128

From September, 1975 to June, 1976

EXEMPLARY COMPETENCY-BASED VOCATIONAL TEACHER EDUCATION PROJECT: ADMINISTRATION/SUPERVISION COMPONENT

PROFESSIONAL COMPETENCIES AND ASSESSMENT CRITERIA FOR ADMINISTRATORS AND SUPERVISORS OF VOCATIONAL EDUCATION PROGRAMS IN FLORIDA

Program of Vocational Education
Florida State University
Tallahassee, Florida 32306

Dr. Robert E. Andreyka

The project reported herein was conducted pursuant to a grant from the Division of Vocational-Technical Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgements in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

FOREWORD

The competency-based teacher education (CBTE) movement is being explored as a viable alternative to the traditional time-based, course oriented approach to teacher education. The field of vocational-technical teacher education has been involved in CBTE for some time. Several states and teacher education institutions are developing and implementing competency-based programs aimed at preparing and certifying professionally competent vocational educators at various levels. Florida's commitment to competency-based vocational teacher education is well-known.

In an effort to promote CBTE for vocational education, the Florida Department of Education, Division of Vocational Education, funded the initial phase of an exemplary competency-based vocational teacher education project at Florida State University. This project, called Project ACTIVE, is aimed at developing a viable competency-based approach to preparing vocational teachers, administrators, supervisors, and related professionals.

Several individuals have contributed significantly to the progress of this project. Mr. Joe Mills, Director of Vocational Education, Division of Vocational Education, Florida State Department of Education, and Dr. Kenneth Eaddy, Chief, Bureau of Vocational Research, Dissemination and Evaluation, have demonstrated their personal and professional commitments to the competency-based approach. Their support and leadership have made this project possible.

The Administration/Supervision component of the project had several contributors. The project staff wishes to acknowledge the valuable contribution made by jury members who validated preliminary competency statements and assessment criteria. Their input has added greatly to the validity of the project findings. The reader should refer to pages 24 and 45 for a complete listing of jury members. Dr. Donald Swedmark, Vocational Education, Florida State University, assisted with the administration/supervision component of the project. Finally, vocational educators throughout Florida who responded to the survey instrument are gratefully acknowledged.

Robert E. Andreyka
Project Director & Program Leader
Vocational Education
Florida State University

This report is one of a series that focuses on the competency and criteria identification phase of the Exemplary Competency-Based Vocational Teacher Education Project at Florida State University. Each report covers one of the teaching, leadership, or special needs components within the project. This series of reports is listed below:

Report No.

TEACHING COMPONENTS

1. COOPERATIVE VOCATIONAL EDUCATION
2. INDUSTRIAL ARTS (competency ident. only)
3. TRADE AND INDUSTRIAL (also delivery system)
4. VOCATIONAL BUSINESS EDUCATION

LEADERSHIP COMPONENTS

5. ADMINISTRATION/SUPERVISION
6. CAREER EDUCATION
7. RESEARCH AND EVALUATION

SPECIAL NEEDS COMPONENTS

8. DISADVANTAGED
9. HANDICAPPED

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OVERVIEW

OVERVIEW

COMPETENCY-BASED VOCATIONAL TEACHER EDUCATION

Very few movements in education have received more widespread attention than the competency-based teacher education (CBTE) movement. Houston and Howsam (1972) reported that rarely, if ever, has any movement swept through teacher education so rapidly or captured the attention of so many in so short a time as has the competency-based movement. Already well underway, the approach offers promise of renovating and regenerating teacher education. Equally significant, the authors added, it appears probable that it will do so in record time.

For those who doubt whether competency-based teacher education is with us to stay, the following sampling of national involvement in CBTE may be somewhat surprising (Andreyka and Blank, 1976):

- over 30 states report either legislative/administrative support for CBTE or are studying the concept seriously;
- nearly a hundred teacher education institutions report either "total" CBTE programs or alternative programs;
- there are at least 20 national consortia, institutes, centers or other groups whose primary or major function is the promotion of the CBTE movement; and
- literally hundreds of articles, position papers, monographs and other publications dealing specifically with CBTE appear monthly.

It seems, then, that much of the time we now spend philosophizing and debating the relative merits and demerits of CBTE and whether it will survive should, perhaps, be directed toward implementing the concept and making it work.

Origin of the CBTE Movement

Like any major educational trend, it is impossible to establish the exact date marking the beginning of the competency-based teacher education movement. The concept seems to have evolved slowly and steadily during the past two decades. Schmieder (1973) has identified some of the motivational forces that appear to have given impetus to the CBTE movement:

1. Introspection of the Educational Community
2. Emphasis on accountability

3. Increased focus of political action on fiscal issues

4. Management organization movement

5. Press for personalization and individualization of education

6. Desire of state education departments to develop more effective certification processes and standards.

Elam (1971) in one of the earliest in-depth looks at the competency-based teacher education movement, places the origins of CBTE somewhat earlier. He pointed out that CBTE predates the current rage for accountability and most probably has its roots in the general conditions present in society and the institutional responses to them characteristic of the Sixties.

The vocational teacher education field has been involved in the CBTE movement for some time. Early studies by Walsh (1960), Courtney (1968), Crawford (1967), Ratner (1967) and others were aimed at identifying competencies important to vocational and technical teachers and related personnel. The comprehensive competency-based vocational teacher education research and development project at the Center for Vocational Education (Cotrell, et al, 1971) was begun in 1967, before the development of much of the current popularity of CBTE.

Need For Competency-Based Vocational Teacher Education

For many years, vocational and technical teachers, administrators, supervisors and related personnel have received their professional preparation in traditional university-based programs. These programs usually consist of a series of courses focusing upon the acquisition of knowledge and which culminate in a paper and pencil evaluation. This course-oriented approach for preparing teachers and individuals in leadership roles is coming under criticism for not meeting the real needs of practitioners (Finch and Hamilton, 1975; Norton et al, 1975).

Among the shortcomings associated with the traditional approach are:

1. Objectives are vague or general

2. Program is content and textbook-oriented

3. Assessment is only cognitive in scope

4. Content and objectives are based upon tradition

5. Program focuses on general principles but seldom relates these to the problems faced by educators

6. Instruction is not tailored to the needs of individuals

7. The end product is not systematically evaluated

8. Minimum standards of acceptable performance are not established.

Finch and Hamilton (1975) reported that many of the professional courses completed by vocational and technical teachers are offered in random sequence and often focus on principles and techniques related only generally to the teacher's actual role in the classroom and laboratory. Schaefer (1971) reported that present vocational teacher education programs amount to nothing more than small encounters with a large and complex personnel development problem.

Competency-Based Vocational Teacher Education Programs

An increasing number of vocational-technical teacher education programs are exploring the competency-based approach for preparing teachers, administrators, supervisors, and related professionals. Some programs have primarily focused on the professional needs of teachers in particular service areas while others have addressed the professional needs of vocational-technical educators in several service areas and levels. While space does not permit a detailed review of competency-based vocational-technical teacher education programs currently in operation, the following does give a brief overview of some CBTE research and development activities which have focused on identifying competencies needed by vocational educators at various levels and in several service areas.

A study by Courtney (1968) identified the need for a common core approach to competency identification. Courtney reported that much of the controversy surrounding teacher education deals with determining what should be included in programs. A second study (Courtney and Halfin, 1969) involved the identification of professional competencies needed by instructors in vocational agriculture, home economics, trade and industrial education, distributive education, and business education. Forty randomly selected teachers from four different states participated in the study. An important aspect of this research was the use of factor analysis for grouping competencies into categories.

Spaziani and Courtney (1971) conducted a research project in which secondary and community college teachers were asked

to rate 99 professional competencies. The rating scale used was an adaptation of Bloom's taxonomy of educational objectives (Bloom, 1956). Competencies were rated according to level of proficiency needed by teachers: knowledge, comprehension, application, analysis, synthesis, or evaluation.

Terry, Thompson, and Evans (1972) completed a study in Illinois in which 107 vocational educators from all service areas were assembled and asked to identify and categorize professional competencies needed by vocational and technical teachers. Four-hundred-seventy-seven competencies were identified in this manner.

A comprehensive common core CBTE research and development project was conducted by the Center for Vocational Education at The Ohio State University (Cotrell et al., 1971). First, professional competencies (performance elements) common to teachers in all vocational service areas were identified as well as additional competencies important to teacher-coordinators in cooperative vocational education programs. Performance-oriented objectives were then developed for each performance element identified. A total of 384 performance elements were identified by the Center's research.

Next, self-instructional curricular materials based upon the competencies previously identified were developed. Modules were developed that were designed to help teacher trainees attain specific professional competencies. More than 100 separate modules in 10 categories were developed that incorporated the 384 performance elements (Center for Vocational Education, 1974).

These competency-based teacher education modules underwent advanced testing at Colorado State University, Rutgers University, and Florida State University during 1975 (Center for Vocational Education, 1975). Ten additional test sites were added during the Fall of 1975, one in each of the 10 United States Office of Education regions (Hamilton, 1975).

Volger and Patton (1974) reported on a department-wide CBTE program in the University of Michigan occupational educational program. This program was designed to prepare trade and industrial, health occupations, vocational business, and distributive education teachers with generic professional competencies. This program began in 1971 and is now fully implemented. Competencies originally identified by the Center for Vocational Education constituted the basis of the program.

Competency-Based Vocational Teacher Education In Florida

There has been a considerable amount of research and development activity in competency-based vocational-technical teacher education in Florida. In its 1974 report, the Florida State Advisory Council for Vocational-Technical Education recommended that efforts to identify unique competencies needed by teachers in specific vocational program areas be continued and upgraded (Florida Department of Education, 1974). It was reported that during fiscal year 1974 work was begun in State Department funded projects to identify unique professional competencies in home economics, industrial, and diversified education.

In a publication entitled The Florida Program For Improving the Training, Evaluation, and Licensure of Educational Personnel (Florida Department of Education, 1971) it was reported that the executive committee of the Teacher Education Advisory Council requested that a plan be devised to improve teacher education and certification in this state. Current research and development activities reported included:

1. Develop comprehensive statements of teacher competencies and develop instruments for assessing them

2. Conduct research to demonstrate the relationship between teaching competency and student learning

3. Identify and produce material for training teachers and other educational personnel in specified competencies

4. Assist institutions and school districts with staff development for teacher training personnel.

A study was conducted in 1972 (Lima) to identify competencies important to Florida's business education teachers. In 1974, a study was conducted in Florida aimed at identifying common and unique competencies for teacher coordinators in work experience and diversified cooperative training programs. A study completed in 1975 (Perkins) identified 164 professional competencies important to Florida's trade and industrial education teachers.

Phase I of a competency-based teacher education project aimed at trade and industrial education teachers has been completed in the state of Florida (Andreyka, 1975). This program has identified 32 entry level competencies needed by that state's T & I teachers. Also identified were assessment criteria that may be used to assess mastery of the competencies. The project also involved the review of samples of competency-based teacher education instructional materials available from

throughout the country. A wide variety of individuals was involved in competency and criteria identification and validation. Participating were trade and industrial education teachers, administrators and supervisors, teacher educators, state department representatives, Board of Regents representative, and the Florida Industrial Education Association.

Phase II of this project addressed four major issues involved in implementing CBTE. These issues were implementation of CBTE in the university setting, development of a viable preservice and inservice program and the identification of alternative funding sources for competency-based teacher education.

A study completed in 1976 (Blank) identified over 100 professional competencies important to community college technical instructors in engineering, health, distributive, business, and public service technologies in Florida.

EXEMPLARY COMPETENCY-BASED VOCATIONAL TEACHER EDUCATION PROJECT AT FLORIDA STATE UNIVERSITY

Florida State University as well as other universities in Florida and throughout the nation currently prepare teachers and related professionals using the traditional course-oriented approach. These traditional teacher education programs usually vary in content relevance and overall program quality. The FSU Competency-Based Vocational Teacher Education Project was initiated because of feelings by many vocational educators that traditional university courses might not be meeting the real needs of vocational teachers and related professionals.

The Exemplary Competency-Based Vocational Teacher Education Project at Florida State University is aimed at developing and implementing a totally competency-based professional vocational education program. Called Project ACTIVE (Attaining Competence for Teaching In Vocational Education), the project's intention is to overcome many of the shortcomings of the traditional course-oriented approach to preparing professionally competent vocational and technical teachers and related personnel. This is an exemplary project and could serve as a research base for developing a CBTE model for other Florida universities and also other states.

This report is one of a series and it focuses on one component of the project. Other reports have been prepared describing the other teaching, leadership and special needs components within the project. This series of reports covers the initial phase of the project: *Competency and Criteria Identification*. Listed below is the report number for each component.

Goals and Objectives

The long-range goal of the project is to develop an exemplary competency-based vocational teacher education and leadership development program. The project is aimed at meeting the professional needs of the following groups, both at the preservice and inservice levels:

Report No.

TEACHING COMPONENTS

1. Cooperative Vocational Education
2. Industrial Arts
3. Trade and Industrial
4. Vocational Business Education

LEADERSHIP COMPONENTS

5. Administrators/Supervisors
6. Career Education Specialists
7. Researchers

SPECIAL NEEDS COMPONENTS

8. Disadvantaged
9. Handicapped

The research effort was designed to accomplish the following objectives:

**1. Identification and validation of professional competencies (skills) important to vocational teachers and professional support personnel.

**2. Identification and validation of specific assessment criteria for assessing mastery of competencies.

3. Development and/or adoption of performance-based, self-paced learning packages designed to help participants master important competencies.

4. Development of evaluation instruments and strategies providing for objective assessment of competency mastery while the participant is performing in an actual school situation.

5. Implementation of a competency-based program in a traditional university setting.

6. Development of instruments and strategies for overall program evaluation.

**The first two objectives have been accomplished and they are the focus of this series of reports.

Conceptual Model

The first step in the exemplary project was to develop the conceptual framework of the CBTE program. After reviewing various conceptual models of CBTE programs (Elam, 1971; Houston and Howsam, 1972; Norton et al, 1975) the project staff developed a model which would be suitable for vocational-technical teacher education (Andreyka and Blank, 1976). Figure 1 shows a schematic of this model while Figure 2 explains each element of the model in more detail.

Figure 1

CBTE CONCEPTUAL MODEL

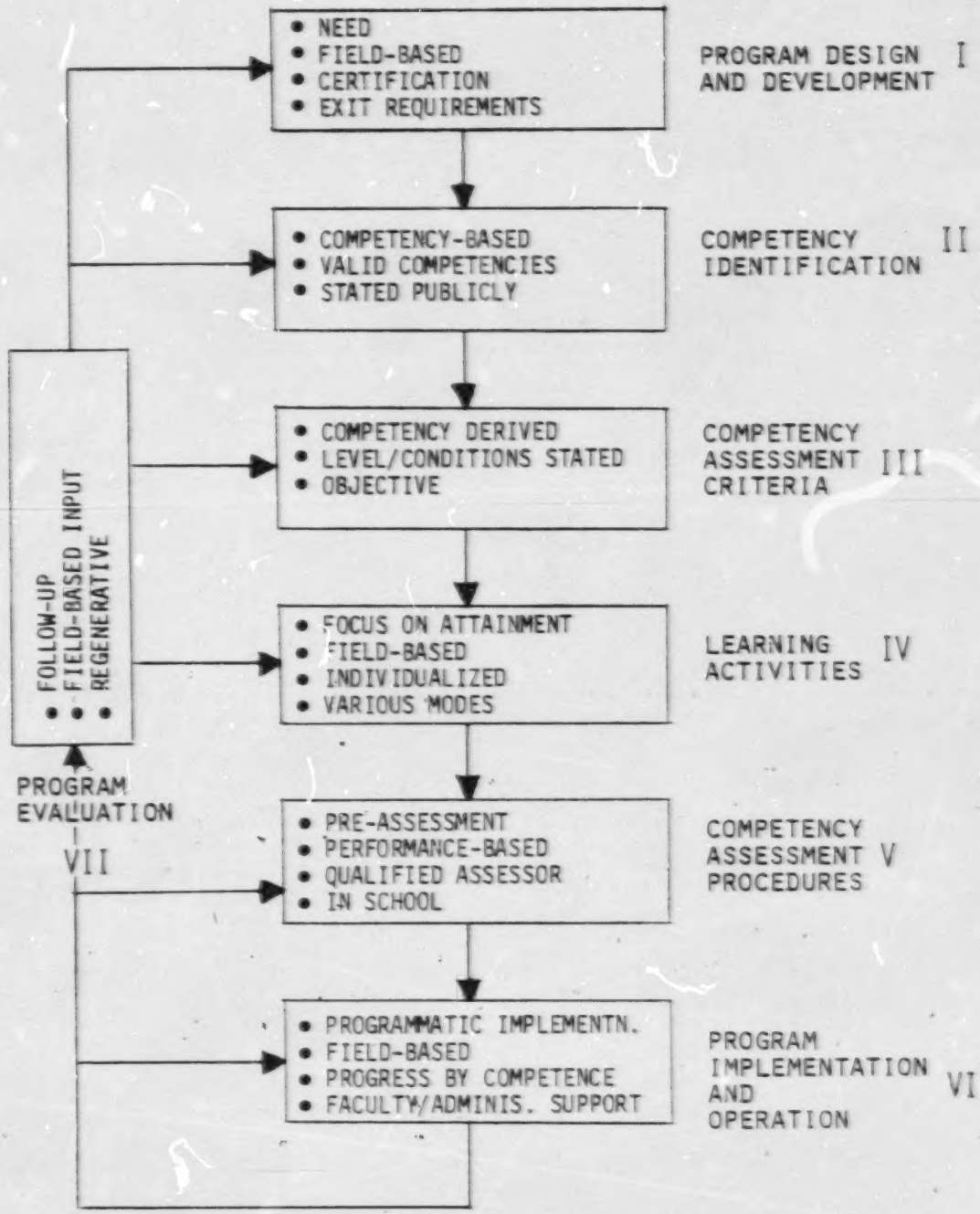

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Figure 2

Elements of CBTE Conceptual Model

I. Program Design and Development

A. *Need Identification.* A thorough statement should be provided on the need for the program, including its advantages over the present program and benefits to prospective teachers and their potential students.

B. *Field Based Design Effort.* Evidence should be available that input was received from teachers, state department personnel, parents, students, principals, advisory committees and professional organizations during program design.

C. *Certification.* Program should produce certifiable individuals; certification personnel should be consulted to allow for certification by mastery of competencies rather than by course completion.

D. *Emphasis on Exit Requirements.* The program should place primary emphasis on recording mastery of competencies and eliminating non-relevant entrance requirements.

II. Competency Identification

A. *Basis for Program.* The program should be based solely on appropriate prespecified competencies that have been identified as being important to teachers.

B. *Valid Competencies.* Competencies should be validated by consensus of opinion of qualified experts, or sound research base such as task analysis, teacher poll, literature search or other.

C. *Statement of Competencies.* Teacher trainees should be able to demonstrate, whenever possible, the mastery of competencies as they are stated, and competencies should be made public in advance.

III. Competency Assessment Criteria

A. *Derived from Competencies.* Criteria for assessing competency mastery should be based solely on the competencies themselves.

B. *Expected Level of Performance and Conditions.* The

expected level of performance for successful mastery and under what conditions should be stated and made public in advance.

C. *Objective Assessment Criteria.* Assessment criteria should be specific and objective and based on observable performance by teacher trainee.

IV. Learning Activities

A. *Focused on Competency Attainment.* Learning activities should be focused solely on helping teacher trainees master pre-specified competencies.

B. *Field Based.* Learning activities should be based on actual teaching conditions wherever practical.

C. *Different Modes Available.* Various modes of instruction should be utilized including mediated instruction.

D. *Individualized Instruction.* Self-instructional and self-paced instruction should be available where practical.

V. Competency Assessment Procedures

A. *Pre-Assessment.* Opportunities should be available for pre-assessment for diagnostic purposes and to permit credit for competencies already mastered.

B. *Based on Performance.* Competency mastery should be based primarily on teacher-trainees performance and/or desired change in behavior of students.

C. *Setting.* Assessment should be carried out in an actual school setting whenever practical.

D. *Qualified Assessor.* Assessment should be carried out by one or more qualified resource persons who have teaching experience.

VI. Program Implementation and Operation

A. *Programmatic Implementation.* Total program should be competency based rather than course by course substitution.

B. *Faculty/Administrative Support.* Program should have necessary faculty and administrative support to function on a competency based format.

C. *Field Based.* Program implementation should involve teachers, state department, parents, principals, professional organizations, students and others.

D. *Progress by Competence.* Teacher trainees should proceed through program based on competency mastery rather than by course or time frame.

VII. Program Evaluation

A. *Follow-up.* Follow-up procedures should be established to determine if graduates are as effective as graduates from other programs.

B. *Field Based.* Program evaluation should receive input from various sources in the schools.

C. *Used for Program Improvement.* Program evaluation data should be used directly to improve the program.

Competency and Criteria Identification Phase

This series of reports covers the initial phase of the project which identified professional competencies important to practitioners in each component of the project. Also identified were specific assessment criteria that may be used to assess mastery of the competencies. Subsequent phases of the project will be based upon these professional competencies identified and validated as important to vocational teachers, administrators and related support personnel throughout Florida. Professional competencies important to practitioners within each area of the project were identified, along with assessment criteria, by surveying vocational educators in the field.

Preliminary lists of competencies were identified in each component within the three major areas of the project--teaching, leadership and special needs. Each preliminary competency list was submitted to a jury consisting of persons with expertise in the appropriate area, for preliminary validation. Jury members had broad latitude to revise, add, or delete competency statements.

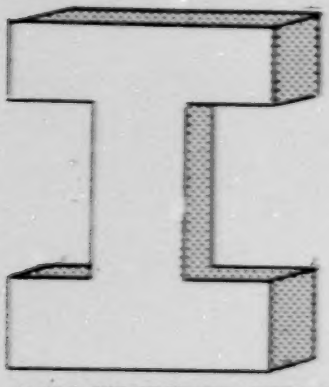
Based on comments of jury members, the competency statements were revised, compiled on a survey instrument, and submitted to a sample of practitioners in the field for each component of the project with the assumption that teachers and other professionals were qualified to identify competencies most important to them.

These survey instruments were mailed to vocational and technical teachers, administrators, supervisors, researchers, career education specialists and cooperative vocational education teacher-coordinators. These individuals rated each competency as to its importance to them in their positions. Data from returned instruments were analyzed to identify significant differences among sub-groups within each component.

For each competency validated as important, specific, objective assessment criteria were written that may be used by an evaluator to assess whether individuals have mastered the competency. Preliminary criteria statements were written for each competency, submitted to a jury comprised of individuals with expertise and experience in that particular area, and revised based upon a synthesis of jurors' comments.

Later phases of the project will include the adoption and development of learning materials, development of assessment strategies and instruments, implementation in the university setting, and development of program evaluation techniques. This report describes the competency and assessment criteria identification phase for one component within the project. Additional reports have been prepared describing the competency and criteria identification phase of the other teaching, leadership and special needs components.

PART



ADMINISTRATION/SUPERVISION COMPONENT -
Competency Identification

CHAPTER 1

INTRODUCTION - COMPETENCY IDENTIFICATION PHASE

Administrators and supervisors of vocational education programs should be equipped with the professional competencies needed to successfully fulfill their leadership roles. Implementation of change is one of the principal leadership roles assigned to these administrators and supervisors. In an age of accountability, vocational education administrators and supervisors face the challenge of implementing change which meets the needs of today's changing society and labor force.

Little research appears to have been completed towards identifying competencies needed by vocational educators in leadership roles, despite an increasing amount of research and development in the area of performance or competency-based vocational teacher education. There are vocational educators who feel that administrators and supervisors of vocational programs should be trained and evaluated using a competency-based approach (Koble and Gilmore, 1973; Courtney and Miller, 1974). By using this approach, the professional competencies most important to administration and supervision are identified, appropriate learning experiences are provided to prospective and newly hired administrators and supervisors, and their performance can be evaluated based upon their mastery of competencies.

Need

The need for an increasing number of vocational education leaders possessing competencies in planning, operating, and evaluating vocational programs in school districts and in secondary and post-secondary institutions was created, in part, by the shift in responsibility for vocational education from federal to local units, particularly in the state of Florida. Many universities now offer advanced degree programs designed to prepare administrators and supervisors of vocational education with the skills needed to develop and operate vocational education programs.

The roles, responsibilities and duties needed by administrators and supervisors of vocational education should be identified in order to provide the most relevant preservice and inservice preparation possible.

Supervision and administration of vocational education programs, like supervision and administration of other educational fields, has continued to be a nebulous concept with poorly defined roles and responsibilities. The vocational education leader needs to be aware of his or her responsibilities and be given professional training for achieving competency in those tasks. Existing personnel development programs do not appear to be adequate for accomplishing this goal. Koble and Gilmore (1973) asserted that the primary reasons for inadequate existing programs are: 1) the lack of a reliable knowledge base about specific roles and functions; 2) the lack of competencies to perform these roles and functions; and 3) the lack of a curriculum designed to prepare and upgrade administrators and supervisors.

Competency-based programs for the preparation of leaders in vocational education are one method of meeting the challenge of accountability because these programs focus upon those professional skills that are important and allow for objective assessment of competency mastery by present and prospective administrators and supervisors.

Purposes

Professional duties of administrators and supervisors of vocational programs differ from the responsibilities of the vocational teacher. However, most vocational administrators and supervisors are recruited from teaching positions and they possess a high degree of expertise in a particular vocational service area.

Administrators and supervisors should insure that the goals and objectives of the total vocational education program are met. To accomplish these goals, roles and functions should be defined in terms of competencies needed by these vocational educators in leadership roles. The purpose of this study was to identify professional competencies needed by vocational education administrators and supervisors at the district and institutional levels and to develop criteria that may be used to assess the mastery of these competencies.

CHAPTER 2

REVIEW OF RELATED RESEARCH

The review of related research focused on the field of competency-based vocational-technical teacher education. A variety of sources was reviewed to identify professional competencies that might be important to Florida's vocational education administrators and supervisors.

The results of a two-year project aimed at developing competencies for principals was discussed in A Taxonomy of Educational Leadership (Klope, Balke, Sheldon, Burnes, 1973). These competencies were listed under eight general functions: 1) facilitates humanistic climate; 2) develops total learning environment; 3) provides for individual difference and analytical thinking; 4) implements inservice programs and professional development; 5) acts as a resource person; 6) fosters cooperative interrelationships; 7) manages the school plant and facilities; and 8) developes and administers the finances.

Several competencies listed in the 1973 Florida Catalog of Teacher Competencies (Dodl, 1973) were used or adapted to conform to the special needs of the vocational education supervisor and administrator. In a survey evaluating competency statements compiled in a certification alternative project in an administrative curriculum, competencies were listed according to supervisor roles (Dethy, 1974). From this paper, four general roles were enumerated with their accompanying responsibilities and enabling competencies. These roles were: 1) instructional leader; 2) personnel leader; 3) community leader, and 4) school manager.

The Broward County Assessment Center (1970) identified a list of variables considered essential to the principal, teacher and county administrator. Planning and organization, decision-making, and scholastic ability were the highest rated variables among the principals and administrators.

A survey was conducted by Courtney and Miller (1974) at the University of Tennessee and Oregon State University to determine what competencies could be performed by graduates of the Leadership Development Program. A listing of administrative competencies along with assessment criteria was included in a project paper from Southern Illinois University (1974) entitled, Implementation of a Model Competency-Based Graduate Program in Occupational Education Administration.

Some 116 competencies were categorized under two main headings, "understandings" and "abilities," by Meyer (1970) in his doctoral dissertation, Competencies Needed and Possessed by Vocational Education Administrators. These competencies dealt specifically with knowledge of vocational education acts, philosophy of vocational education programs, state laws regarding vocational education, research techniques and follow-up procedures of vocational programs and general educational leadership competencies.

A study entitled, Search for Common and Unique Competencies of All Administrators and Supervisors Needed by Vocational Administrators and Supervisors, (Department of Occupational and Technical Education for Texas, 1972) listed many competencies. These findings were compared with competencies needed by vocational education administrators and supervisors. The comparison showed a need by vocational education administrators for all the common competencies plus a need for more specific vocational education competencies.

A compilation of various studies and papers on competencies needed by administrators and supervisors was done in a joint study by the University of Georgia College of Education and the Georgia Department of Education (1974). Results Oriented Management in Education (Project Rome), a study identifying competencies for building level administrators, lists competency statements by responsibility area and, in some cases, includes indicators for measuring competencies.

J. Baltimore (1972) completed a dissertation entitled Rank Order of Professional Education Competencies for Public School District Vocational Education Leaders. This study lists competencies needed by vocational education leaders in the public school system and ranks them in order of importance. Ward Donnel Lin's dissertation (1970) entitled, Forty Competencies of Vocational Education Leadership, identifies skills, knowledges and understandings needed by vocational leaders.

A study by Kobel and Gilmore (1973) developed a methodology to identify professional competencies needed by various administrators and supervisors in vocational education. A second study (Kobel et al., 1973) identified specific competencies important to six groups of administrators and supervisors. The following is a list of these six groups and the number of competencies identified as important for each group: (1) State directors: 616, (2) Assistant state directors: 345, (3) Supervisors of vocational services: 346, (4) Supervisors of vocational personnel development: 165, (5) Supervisors of vocational research and planning: 350, and (6) Supervisors of vocational finance: 181.

CHAPTER 3

METHODOLOGY FOR IDENTIFYING COMPETENCIES

The methodology utilized for the study was a descriptive survey using a questionnaire distributed by mail to vocational-technical education administrators and supervisors throughout Florida (during 1975-76).

Selection of the Subjects

The population from which the subjects were selected consisted of administrators and supervisors of local vocational and technical educational programs in Florida. A sample from this population was selected in the following manner.

The Florida State Department of Education, Division of Vocational Education, was asked to recommend 22 of the 67 county vocational directors in Florida to be included in the study. The division recommended 22 counties that were representative of county vocational education programs in Florida. In addition to the questionnaire sent to each of these 22 county vocational directors, two additional instruments were included along with a request that these be distributed to other county level administrators and supervisors who were satisfactorily performing their duties.

Also included in the sample were occupational education deans in the state's 28 public community colleges. Principals in Florida's comprehensive high schools and directors in the state's area vocational-technical centers were also included. Occupational deans, high school principals and area center directors were also sent additional instruments for distribution to vocational-technical education administrators and supervisors in their particular institution who were satisfactorily executing their duties. The number of additional instruments sent to each institution was based upon the enrollment of that particular institution. Table 1 summarizes the number of instruments distributed to each group of administrators and supervisors.

Development of the Instrument

A preliminary instrument was developed listing competencies that appeared to be important for administration and supervision of vocational education programs in Florida. A list of 300 preliminary competencies was compiled from the review of the literature and previous completed research dealing with competen-

cies needed by educational leaders. These 300 competencies were condensed by the project staff into 84 competency statements in six categories.

Table 1

Sample Included In Study

Group	N
County Vocational Directors	22
County Administrators/Supervisors	44
Community College Occupational Education Deans and Staff	36
Area Voc-Tech School Directors and Staff	50
Comprehensive High School Principals and Staff	85
Vocational Supervisors	45
Total	282

Validation By Jury

The preliminary list of competencies was submitted to a jury for preliminary validation. A nine-member jury consisting of personnel from the Florida State Department of Education, Division of Vocational Education and other professionals reviewed the preliminary competencies, making additions, deletions and suggestions. Members of the jury were:

1. Mr. Thurman Bailey, Assistant Division Director, Division of Vocational Education, Florida State Department of Education

2. Mr. Mel Emmelhainz, former Assistant Director, Division of Vocational Education, Florida State Department of Education

3. Ms. Allie Ferguson, Program Administrator, Home Economics Section, Division of Vocational Education, Florida State Department of Education

4. Mr. John Frazier, Program Administrator, Distributive Education Section, Division of Vocational Education, Florida State Department of Education

5. Mr. Charles Head, Program Administrator, Business Education Section, Division of Vocational Education, Florida State Department of Education

6. Mr. William Hudson, former Assistant Professor, Vocational Education Program, Florida State University

7. Mr. Ron Jefferies, Director, Program and Staff Development Section, Division of Vocational Education, Florida State Department of Education

8. Mr. Talmage Rushing, Program Administrator, Industrial Education Section, Division of Vocational Education, Florida State Department of Education

9. Dr. William Williams, former chairman, Department of Vocational Education, Pennsylvania State University; Adjunct Professor, Florida State University, Fall, 1975.

Revision of the Instrument

The preliminary competency statements were revised based on the comments of the jury members. The final version of the instrument (See Appendix A) contained 84 competency statements, instructions, a section with items about the professional background of the respondents, and several blank spaces in which respondents could add competencies they felt were important. Respondents rated each item on a six-point scale (1=very important and 6=not important) based on the importance of each item to them in performing their administrative and supervisory duties.

Collection and Analysis of Data

A packet containing the instrument, a cover letter (See Appendixes B-C) and a postage-paid, pre-addressed return envelope was mailed to the sample of administrators and supervisors previously identified. County Directors, area center directors, high school principals, and community college occupational education deans were sent additional packets for distribution to county and school administrators and supervisors.

Approximately four weeks after the initial mailing, a follow-up was undertaken to increase the percentage of returns. A follow-up letter (See Appendix D) and an additional instrument

were sent to non-respondents. Data from returned instruments were transferred to punched cards and analyzed by computer. The following analysis of data was performed:

1. A one-way analysis of variance was utilized to determine whether significant differences existed in the mean importance ratings of competencies among groups of administrators and supervisors.

2. The Newman-Keuls test was utilized to identify the source of significant differences in the mean importance ratings of competencies among groups of administrators and supervisors.

3. A t-test was utilized to determine whether significant differences existed in the mean importance ratings of competencies between all administrators and all supervisors.

CHAPTER 4

FINDINGS AND DISCUSSION - COMPETENCIES

This section presents the findings of the study based on analysis of data from returned instruments.

Return Rates

The return rates obtained for the survey instrument ranged from 73 percent for the county vocational education directors to 41 percent for county-level administrators and supervisors. A total of 282 survey instruments were distributed and 146 were returned (52%). Nine returned instruments were found to be unusable because they were from persons judged as working in non-leadership positions. Table 2 shows the return rates from the various groups in the sample.

Table 2

Questionnaire Returns

Group	Dis-tributed	Returned	%
County Vocational Directors	22	16	73
County Administrators/Supervisors	44	18	41
Community College Occupational Education Deans and Staff	36	18	50
Area Voc-Tech School Directors and Staff	50	30	60
Comprehensive High School Principals and Staff	85	39	46
Vocational Supervisors	45	20	44
Unknown	--	5	--
Total	282	146	52

Professional Data

Included on the instrument were items seeking information about the background and present professional status of respondents. This data may be useful by providing a profile of administrators and supervisors of vocational education programs in Florida.

Table 3 presents the age of respondents. Sixty-three percent of those responding were between the ages of 41 and 60.

Table 3

Age of Respondents By Group (%)

Age	Groups						
	County Dir. N=16	County Ad/Sup N=14	C. Coll. Dean N=12	Vo-Tech Dir. N=29	Supervisors N=20	Principals N=20	All Groups N=111
20-30	13	0	0	10	15	0	7
31-40	5	29	8	7	20	55	23
41-50	31	43	42	38	30	35	34
51-60	31	21	42	41	35	10	29
over 60	19	7	8	3	0	0	6

Table 4 shows the sex of administrators and supervisors. This table shows that 87 percent of all respondents were male.

Table 4

Sex of Respondents By Group (%)

Sex	Groups						
	County Dir. N=16	County Ad/Sup N=12	C. Coll. Dean N=12	Vo-Tech Dir. N=29	Supervisors N=20	Principals N=19	All Groups N=108
Female	6	25	8	3	30	5	11
Male	88	75	92	93	70	95	87

Table 5 shows the number of years respondents have taught in a vocational education program. Fifty-four percent of the administrators and supervisors responding had had six or more years of experience as a vocational teacher.

Table 5

Number of Years In Vocational Teaching (%)

Years	Groups						
	County Dir. N=16	County Ad/Sup N=15	C. Coll. Dean N=10	Vo-Tech Dir. N=28	Super-visors N=20	Prin-cipals N=12	All Groups N=101
1-5	38	20	50	43	50	50	44
6-10	25	33	20	29	25	25	27
11-15	19	20	10	11	5	17	12
16-25	13	20	20	18	20	8	15
over 25	6	7	0	0	0	0	2

Table 6 shows the number of years respondents had held their present positions.

Table 6

Number of Years In Present Position (%)

Years	Groups						
	County Dir. N=16	County Ad/Sup N=15	C. Coll. Dean N=12	Vo-Tech Dir. N=30	Super-visors N=20	Prin-cipals N=20	All Groups N=113
1-5	44	53	25	60	55	75	56
6-10	25	27	67	23	40	25	32
11-15	13	20	8	7	0	0	7
16-25	6	0	0	10	5	0	5
over 25	13	0	0	0	0	0	2

Table 7 shows the highest degree held by administrators and supervisors.

Table 7

Highest Degree Held (%)

Highest Degree	Groups						
	County Dir. N=16	County Ad/Sup N=14	C. Coll. Dean N=12	VO-Tech Dir. N=30	Super-visors N=20	Prin-cipals N=21	All Groups N=113
High School	6	0	0	0	5	0	2
Associate	0	0	0	0	5	0	2
Bachelor's	0	7	0	7	25	10	10
Master's	75	64	42	70	45	85	65
A.M.E./Spec.	19	21	25	13	15	0	15
Doctorate	0	7	25	10	5	5	7

Importance of Competencies

Table 8 shows the mean importance rating of each competency statement on the survey instrument for each group of administrators and supervisors. Also shown in Table 8 is the average rank of each item within each group and the average mean and average rank for all groups. The average mean resulted from computing the simple average of the means for all six groups. The average mean was utilized, rather than the mean for all respondents, due to unequal numbers of respondents in each group. The numbers in parentheses appearing below the rank and mean within each group denote significant pairs identified by the Newman-Keuls test. For example, item 24 was rated significantly different by principals (6) and county directors (1) and also by principals (6) and area vocational-technical school directors(4). Of the 84 competency statements on the instrument, 15 received significantly different mean importance ratings among groups of administrators and supervisors at the .05 level or better.

Table 9

Importance Ratings of Competencies By Administrators and Supervisors

Rank Avg. Mean	Item	Competency	Rank/Mean/(Sig. Pairs) County Dir. (1) N=16	County Ad/Sup (2) N=15	C.Coll. Deans (3) N=12	Vo-Tech Dir. (4) N=29	Super-visors (5) N=30	Prin-cipals (6) N=21	F Ratio
1 / 1.193	35	Implement and maintain state vocational ed. program standards.	12 / 1.500	9 / 1.400	38.5 / 2.083	22.5 / 1.620	13 / 1.600	23 / 1.857	1.415
2 / 1.282	16	Recommend short-and long-range program goals.	26.5 / 1.750	25.5 / 1.866	20 / 1.666	35.5 / 1.800	28 / 2.032	23 / 1.857	.349
3 / 1.351	9	Plan and organize Voc Ed programs to meet changing labor needs.	1 / 1.187	6.5 / 1.333	3.5 / 1.250	3.5 / 1.300	2.5 / 1.413	8.5 / 1.619	1.097
4 / 1.364	66	Maintain good human relations among faculty, staff and students.	16.5 / 1.625	3 / 1.285	3.5 / 1.250	1 / 1.200	1 / 1.258	5 / 1.571	1.501
5 / 1.404	71	Maintain positive school-community relations.	12 / 1.500	6.5 / 1.333	6 / 1.333	6 / 1.366	7.5 / 1.516	2 / 1.381	.302
6 / 1.467	10	Promote improved methods of instruction.	21 / 1.687	1.5 / 1.266	12.5 / 1.500	3.5 / 1.300	4 / 1.483	5 / 1.571	1.254
7 / 1.468	1	Identify the role of the voc ed program in overall system of ed.	8 / 1.437	6.5 / 1.333	20 / 1.666	17.5 / 1.568	4 / 1.483	1 / 1.333	.638
8 / 1.498	30	Comply with policies & objectives of school board or board of trustees.	2 / 1.250	9 / 1.400	3.5 / 1.250	19.5 / 1.586	18 / 1.741	16 / 1.761	1.475
9 / 1.522	33	Comply with legislation and regulations of local, state and Federal government.	3.5 / 1.312	12.5 / 1.533	12.5 / 1.500	24 / 1.442	14 / 1.633	5 / 1.571	.390
10 / 1.528	34	Comply with the State Plan for Vocational Education.	12 / 1.500	6.5 / 1.333	26 / 1.750	13 / 1.517	6 / 1.500	5 / 1.571	.440
11 / 1.551	29	Evaluate the effectiveness of the vocational education program.	12 / 1.500	11 / 1.466	8.5 / 1.416	14.5 / 1.533	16 / 1.677	12 / 1.714	.417
12 / 1.557	24	Determine labor needs of business and industry.	3.5 / 1.312 (6)	12.5 / 1.533	8.5 / 1.416	2 / 1.266 (6)	11.5 / 1.580	42.5 / 2.238 (1,4)	4.047**
13 / 1.611	46	Maintain occupational competence of instructional staff.	12 / 1.500	18.5 / 1.733	16 / 1.583	19.5 / 1.586	9.5 / 1.551	12 / 1.714	.270
14 / 1.622	67	Maintain cooperative relationship with State Dept of Education.	8 / 1.437	9 / 1.400	25 / 1.750	14.5 / 1.533	20.5 / 1.903	12.5 / 1.714	1.204
15 / 1.654	18	Provide instructors with appropriate curriculum materials and teaching aids.	26.5 / 1.750	21 / 1.800	28.5 / 1.833	8.5 / 1.466	11.5 / 1.580	5 / 1.571	.549
16 / 1.688	40	Coordinate purchase of equipment, supplies and instructional materials.	26.5 / 1.750	25.5 / 1.866	8.5 / 1.416	34 / 1.785	9.5 / 1.551	16 / 1.761	.678

* Significant at .05 level
** Significant at .01 level
*** Significant at .001 level

Table 8 (continued)

Rank Avg. Mean	Item	Competency	Rank/Mean/(Sig. Pairs) County Dir. (1) N=16	County Ad/Sup (2) N=15	C.Coll. Deans (3) N=12	Vo-Tech Dir. (4) N=29	Super-visors (5) N=30	Prin-cipals (6) N=21	F Ratio
17 1.689	27	Assist in planning new or additional vocational ed. facilities.	5.5 1.375	25.5 1.866	25 1.750	8.5 1.466	19 1.774	25.5 1.904	1.612
18 1.714	84	Delegate responsibility and authority to subordinates.	26.5 1.750	25.5 1.866	8.5 1.416	5 1.310 (5)	31 2.096 (4)	21 1.850	2.503*
19 1.732	4	Establish vocational programs with a performance-based approach.	8 1.437	34.5 2.000	38.5 2.083	11 1.500	4 1.566	19.5 1.809	1.705
20 1.741	15	Provide vocational education programs for adults.	21 1.687	16.5 1.666	12.5 1.500	11 1.500	25.5 2.000	35.5 2.095	1.603
21 1.783	42	Prepare and administer the budget for the program.	26.5 1.750	12.5 1.600	16 1.583	29 1.724	23 1.966	33 2.047	.743
22 1.800	48	Provide orientation for new faculty and staff members.	41.5 2.000	21 1.800	12.5 1.500	10 1.482	36 2.166	23 1.857	1.731
23 1.812	56	Evaluate performance of faculty and staff.	50.5 2.125	34.5 2.000	16 1.583	7 1.448	33 2.100	8.5 1.619	1.749
24 1.829	31	Influence legislation affecting vocational education.	5.5 1.375	30.5 1.933	38.5 2.083	31 1.733	20.5 1.903	28 1.952	1.033
25 1.839	13	Provide an evening vocational education program.	41.5 2.000	12.5 1.600	1 1.166 (5,6)	34 1.600	39.5 2.193 (3)	55.5 2.476 (3)	3.646**
26 1.843	3	Coordinate the vocational education program with general ed.	21 1.687	30.5 1.933	38.5 2.083	42 1.931	15 1.666	16 1.761	.667
27 1.849	23	Determine educational needs and interests of community.	16.5 1.625	25.5 1.866	20 1.666	47.5 2.000	28 2.032	25.5 1.904	.519
28 1.878	60	Supervise vocational teachers.	62.5 2.375	1.5 1.266	25 1.750	39.5 1.896	30 2.033	28 1.952	1.381
29 1.884	37	Write proposals for funding.	33 1.875	18.5 1.733	28.5 1.833	22.5 1.620	34 2.103	38 2.142	.893
30 1.895	41	Maintain suggested budgeting and cost accounting procedures.	36.5 1.937	30.5 1.933	20 1.666	26 1.678	41.5 2.206	28 1.952	1.042
31 1.910	55	Assist in hiring faculty and staff members.	45.5 2.062	43.5 2.266	25 1.750	16 1.551	37 2.186	10 1.666	1.850
32 1.918	36	Utilize the service of appropriate local, state and Federal agencies.	21 1.687	21 1.800	51.5 2.250	39.5 1.896	17 1.733	38 2.142	1.583
33 1.932	59	Hold meetings with faculty and staff when needed.	45.5 2.062	30.5 1.933	38.5 2.083	33 1.758	25.5 2.000	16 1.761	.515
34 1.948	68	Cooperate with other state agencies such as Vocational Rehabilitation, Veterans Administration, etc.	31 1.812	16.5 1.666	33 2.000	35.5 1.800	44 2.225	40.5 2.190	1.119
35 1.969	26	Develop and maintain an accident prevention program.	45.5 2.062	49.5 2.400	30.5 1.916	25 1.666	23 1.967	19.5 1.809	.929

Table 8 (continued)

Rank Avg. Mean	Item	Competency	Rank/Mean/(Sig. Pairs) County Dir. (1) N=16	County Ad/Sup (2) N=15	C.Coll. Deans (3) N=12	Vo-Tech Dir. (4) N=29	Super-visors (5) N=30	Prin-cipals (6) N=21	F Ratio
36 1.994	69	Coordinate the vocational program(s) with overall career education goals of institution and district.	16.5 1.625	25.5 1.866	38.5 2.083	54 2.137	47.5 2.258	30.5 2.000	.835
37 2.065	57	Provide for job evaluation of faculty/staff positions.	36.5 1.937	57 2.666	20 1.666	29 1.724	57 2.400	30.5 2.000	1.895
38 2.096	19	Project growth in vocational education program.	21 1.687	43.5 2.266	51.5 2.250	49 2.100	39.5 2.193	38 2.142	1.091
39 2.117	17	Provide programs to meet the needs of disadvantaged students in the vocational program.	26.5 1.750	57 2.266	51.5 2.250	56.5 2.166	44 2.225	33 2.047	.720
40 2.141	47	Conduct in-service seminars and workshops.	31 1.812	37.5 2.133	33 2.000	50.5 2.103	59 2.466	47 2.333	.934
41 2.144	51	Identify teaching skills faculty should possess.	50.5 2.125	47 2.333	57.5 2.333	44.5 1.965	31 2.066	33 2.047	.361
42 2.188	12	Use an advisory committee for total vocational program.	16.5 1.625	43.5 2.266	45 2.166	27 1.700	47.5 2.258	71 2.714 (1)	2.285*
43 2.193	50	Assist instructors in individualizing their instruction.	59 2.266	47 2.333	61 2.500	47.5 2.000	52 2.300	16 1.761	1.126
44 2.209	45	Cooperate with teacher education centers to upgrade professional skills of instructors.	56 2.250	47 2.333	45 2.166	59.5 2.206	23 1.960	47 2.333	.414
45 2.233	62	Use scientific approach to problem solving.	50.5 2.125	40 2.200	51.5 2.250	43 1.964	50.5 2.290	62 2.571	.688
46 2.252	25	Approve and coordinate the use of school facilities.	62.5 2.375	37.5 2.133	63.5 2.583	50.5 2.103	44 2.225	35.5 2.095	.367
47 2.256	44	Cooperate with universities to upgrade professional skills of instructors.	56 2.250	40 2.200	33 2.000	63 2.310	41.5 2.206	62 2.571	.456
48 2.271	21	Provide programs to meet the needs of handicapped students in the vocational program.	36.3 1.937	43.5 2.266	57.5 2.333	58 2.200	53 2.322	62 2.571	.829
49 2.300	38	Prepare reports for Federal, state and local agencies.	45.6 2.062	36 2.066	45 2.166	70 2.482	63.5 2.566	57 2.476	.665
50 2.306	81	Use "management by objectives" techniques.	56 2.250	40 2.200	51.5 2.250	59.5 2.206	7.5 2.516	51.5 2.428	.331
51 2.311	43	Assist in performing financial and business functions.	50.5 2.125	57 2.666	38.5 2.083	39.5 1.896	60 2.482	65 2.619	1.769
52 2.348	20	Establish and operate cooperative vocational education programs.	36.5 1.937	52.5 2.466	61 2.500	74 2.633	35 2.129	51.5 2.428	1.471
53 2.363	54	Recommend and establish guidelines for hiring, promoting and firing.	70.5 2.625	69 2.933	45 2.166	39.5 1.896	49 2.266	47 2.333	.199

Table 8 (continued)

Rank / Avg. Mean	Item	Competency	Rank/Mean/(Sig. Pairs) County Dir. (1) N=16	County Ad/Sup (2) N=15	C.Coll. Deans (3) N=12	Vo-Tech Dir. (4) N=29	Super visors (5) N=30	Prin-cipals (6) N=21	F Ratio
54 2.367	61	Handle complaints and grievances.	74.5 2.875 (4)	77 3.266 (4)	30.5 1.916	29 1.724 (1,2)	46 2.233	40.5 2.190	3.526**
55 2.369	39	Use Program Planning and Budgeting System (PPBS).	41.5 2.000	52.5 2.466	61 2.500	44.5 1.965	75.5 2.833	54 2.450	1.925
56 2.385	83	Apply systems approach to operation of program.	62.5 2.375	54 2.533	57.5 2.333	52 2.111	55 2.387	62 2.571	.611
57 2.398	65	Interpret organizational structure to faculty and staff.	60 2.312	61.5 2.733	51.5 2.250	37 1.866	62 2.516	71 2.714	1.834
58 2.456	53	Make recommendations regarding tenure and dismissal of teachers.	67.5 2.500	78.5 3.533 (3,4,6)	38.5 2.083 (2)	32 1.750 (2)	66.5 2.633	42.5 2.238 (2)	4.087**
59 2.459	70	Coordinate voc. program(s) with programs and activities under the Comprehensive Ed. Training Act (CETA).	56 2.250	51 2.428	57.5 2.333	68.5 2.466	63.5 2.566	71 2.714	.291
60 2.520	73	Conduct student follow-up studies.	65 2.437	55 2.600	67.5 2.750	56.5 2.166	72 2.741	51.5 2.428	.663
61 2.528	80	Maintain information gathering and reporting system.	36.5 1.937 (5)	61.5 2.733	65.5 2.666	54 2.137	79 2.935 (1)	44 2.761	2.631*
62 2.586	14	Utilize local advisory committees for specific vocational offerings.	36.5 1.937	34.5 2.000	3.5 1.250 (6)	17.5 1.566 (6)	37 2.166	67 2.667 (3,4)	3.807**
63 2.614	6	Develop standards for graduation.	77.5 3.000	71.5 3.133	51.5 2.250	76.5 2.666	55 2.354	45 2.285	1.223
64 2.651	32	Comply with regulations concerning the transporting of students.	50.5 2.125	71.5 3.000	80.5 3.666	64 2.344	54 2.344	51.5 2.428	1.788
65 2.652	58	Schedule and supervise activities of clerical and support staff.	67.5 2.500	71.5 3.000	51.5 2.250	73 2.620	81 3.069	55.5 2.476	1.503
66 2.660	5	Plan, organize and direct remedial and compensatory instruction.	50.5 2.125 (3)	61.5 2.733 (3)	80.5 3.666 (1,2,4,5,6)	65.5 2.366 (3)	61 2.500 (3)	62 2.571 (3)	3.390**
67 2.680	64	Develop policy manuals or guides.	77.5 3.000	75 3.066	63.5 2.583	54.5 2.137	66.5 2.633	67 2.666	1.318
68 2.685	76	Promote student vocational organizations and other student activities.	41.5 2.000	71.5 3.000	78 3.416	68.5 2.466	70 2.709	58 2.523	2.030
69 2.695	78	Apply research in vocational education.	56 2.250	61.5 2.733	73.5 3.083	67 2.379	73 2.774	75.5 2.952	1.421
70 2.700	7	Use in-house committees to assist in operation of program.	72 2.750	61.5 2.733	75 3.166 (4,5)	46 1.966 (3,5)	78 2.903 (3,4)	69 2.684	3.001*
71 2.703	72	Assist in preparing catalogs, brochures, etc.	69 2.562	65 2.800	72 2.916	65.5 2.366	80 3.064	79 3.238	1.647
72 2.711	28	Schedule classes/lab and assign rooms.	80 3.600 (3,6)	75 3.066	45 2.166 (1)	80 2.966	58 2.419	49 2.381 (1)	2.417*

Table 8 (continued)

Rank / Avg. Mean	Item	Competency	Rank/Mean/(Sig. Pairs) County Dir. (1) N=16	County Ad/Sup (2) N=15	C.Coll. Deans (3) N=12	Vo-Tech Dir. (4) N=29	Supervisors (5) N=30	Principals (6) N=21	F Ratio
73 / 2.736	49	Acquaint teachers with appropriate professional organization.	62.5 / 2.375	68 / 2.866	70 / 2.833	75 / 2.655	75.5 / 2.833	74 / 2.857	.385
74 / 2.743	52	Identify and procure substitute and part-time teachers.	73 / 2.812	75 / 3.066	65.5 / 2.667	61 / 2.275	68 / 2.689	75.5 / 2.952	.906
75 / 2.766	8	Promote and evaluate the use of audio-visual equipment.	76 / 2.937	65 / 2.800	70 / 2.833	76.5 / 2.666	74.5 / 2.806	59 / 2.550	.332
76 / 2.771	77	Identify, recruit and counsel students for vocational programs.	79 / 3.062	78.5 / 3.533 (5)	70 / 2.833	71 / 2.533	28 / 2.032 (2)	67 / 2.666	2.583*
77 / 2.784	75	Provide job placement for students.	70.5 / 2.625	80 / 3.600	73.5 / 3.083	62 / 2.300	50.5 / 2.290	73 / 2.809	2.147
78 / 2.893	2	Provide vocational educational programs in satellite locations.	74.5 / 2.875	67.5 / 2.400 (6)	79 / 2.750	69 / 2.700	69 / 3.066	81.5 / 3.571 (2)	2.447*
79 / 2.905	79	Assist in conducting research.	66 / 2.466	66 / 2.800	77 / 3.333	78 / 2.689	82 / 3.096	77.5 / 3.047	1.146
80 / 2.998	11	Plan and direct pre-vocational middle school programs.	81 / 1.812 (2,3,6)	61.5 / 2.733 (1,3)	82.5 / 4.000 (1,2)	82 / 3.666	71 / 2.733	77.5 / 3.047 (1)	4.847***
81 / 3.309	74	Handle student discipline problems.	84 / 4.125 (4,5)	82 / 4.066 (4,5)	76 / 3.250	72 / 2.600 (1,2)	65 / 2.580 (1,2)	79 / 3.238	4.296***
82 / 3.643	63	Teach in the vocational class or laboratory.	82 / 3.687	81 / 3.733	82.5 / 4.000	83 / 4.000	77 / 2.866	81.5 / 3.[illegible]	.[illegible]
83 / 3.762	62	Assist in collective bargaining negotiations.	83 / 3.937	83 / 4.200	79 / 3.500	81 / 3.206	83 / 3.827	84 / 3.904	.999
84 / 4.056	22	Provide multilingual vocational education programs.	81 / 3.625	84 / 4.266	84 / 4.750	84 / 4.100	84 / 3.838	83 / 3.761	1.365

* Significant at .05 level
** Significant at .01 level
*** Significant at .001 level

Table 9 lists those competency statements that were rated in the 25 percent most important for all of the six groups of administrators and supervisors. Eight items were rated in the upper 25 percent for all groups.

Table 9

Important Competencies Common To All Six Groups

Item	Competency Statements
1	Identify the role of the vocational education program in the overall system of education.
9	Plan and organize vocational education programs to meet changing labor needs.
10	Promote improved methods of instruction.
29	Evaluate the effectiveness of the vocational education program.
30	Comply with policies and objectives of school board or board of trustees.
46	Maintain occupational competence of instructional staff.
66	Maintain good human relations among faculty, staff and students.
71	Maintain positive school-community relations.

A t-test was utilized to determine if administrators and supervisors differed significantly in their perception of the importance of competencies. Table 10 lists those items receiving significantly different mean importance ratings. Fourteen of the 82 items were rated significantly different by administrators and supervisors at the .05 level or better. Thirteen of the fourteen competencies rated significantly different by administrators and supervisors were rated more important by administrators. These items deal primarily with hiring, firing, evaluating and orienting teachers and with executing duties related to the budget and finances of the program. It appears that staff recruitment, orientation, evaluation and dismissal are administrative tasks. The item rated significantly more important by supervisors dealt with teaching occasionally in the vocational classroom or lab.

Table 10

Competencies Rated Significantly Different By Administrators and Supervisors

Item	Competency Statement	Mean Adm.	Mean Sup.	t	df
53	Make recommendations regarding tenure and dismissal of teachers.	2.900	3.000	4.17***	120
58	Schedule and supervise activities of clerical and support staff.	2.432	3.104	3.30***	120
57	Provide for job evaluation of faculty/staff positions.	1.784	2.510	3.26***	121
84	Delegate responsibility and authority to subordinates.	1.534	2.020	2.81**	121
55	Assist in hiring faculty and staff members.	1.716	2.163	2.40**	121
63	Teach in the vocational class or laboratory.	3.851	3.163	-2.40**	121
65	Interpret organizational structure to faculty and staff.	2.160	2.680	2.40*	123
80	Maintain information gathering and reporting system.	2.338	2.840	2.37**	122
48	Provide orientation for new faculty and staff members.	1.649	2.082	2.36*	121
39	Use Program Planning and Budgeting System (PPBS).	2.176	2.688	2.30*	120
43	Assist in performing financial and business functions.	2.135	2.563	2.07*	120
56	Evaluate performance of faculty and staff.	1.649	2.041	2.00*	121
52	Identify and procure substitute and part-time teachers.	2.500	3.000	1.96*	120
41	Maintain suggested budgeting and cost accounting procedures.	1.781	2.125	1.95*	119

* Significant at .05 level
** Significant at .01 level
*** Significant at .001 level

Open-Ended Responses

In addition to the competency statements on the instrument were several blank spaces in which respondents added competencies they felt were important. Appendix E lists these open-ended responses added by administrators and supervisors of vocational education programs in Florida.

CHAPTER 5

CONCLUSIONS

Based on the analysis of data from returned instruments, several conclusions may be drawn. It appears as if there are a large number of professional competencies that are important to administrators and supervisors of vocational education programs in Florida. Of the 84 competency statements included on the survey instrument, only three had an average importance rating lower than the midpoint on the 6 point rating scale. It could be concluded that an administrator or supervisor of vocational education programs is called upon to execute many tasks in the performance of his or her professional responsibilities. It appears as if the preliminary competencies were screened very well by the jury and that most unimportant items were deleted before the survey instrument was finalized.

A second conclusion that may be drawn is that competencies important to administrators and supervisors do not vary greatly according to the type of administrative or supervisory position held. Of the 84 competencies, only 15 were rated significantly different among the six sub-groups of administrators and supervisors. It appears as if most of the professional competencies on the instrument are generic competencies for all vocational education administrators and supervisors.

A final conclusion is that the professional competencies needed by persons in administrative positions and persons in supervisory positions are somewhat similar. Only 14 of the 84 competencies were rated significantly different between administrators and supervisors. Several items dealing with the instructional staff and several items dealing with budgeting functions were rated significantly more important by administrators, while teaching occasionally was rated significantly more important by supervisors.

PART II

ADMINISTRATION/SUPERVISION COMPONENT – Criteria Identification

CHAPTER 6

INTRODUCTION - CRITERIA IDENTIFICATION PHASE

Need

In order to fully implement a competency-based program, a means of assessing competency mastery should be developed. Among the elements of a CBTE program identified by Elam (1971) is the use of assessment criteria which (1) are based upon specified competencies, (2) state expected levels of mastery under specified conditions, and (3) are made public in advance. Assessment criteria may allow objective assessment of competency mastery based primarily on the performance of the trainee.

Dodl and Schalock (1973) stated that the criteria for "... assessing what a prospective teacher can do (performance) should be as rigorous, as systematically derived, and as explicitly stated as the criteria for assessing either what he knows (knowledge) or what he can achieve in learners." The authors added that traditional teacher education programs have relied heavily on knowledge criteria but that performance criteria will constitute a major force for innovation in education during the next decade.

Purpose

The purpose of this phase of the project was to develop objective, specific assessment criteria for those competencies that were rated important by Florida's administrators and supervisors. These criteria may then be used by evaluators to objectively assess whether individuals have mastered these competencies. Such criteria might be useful for preservice assessment of certain competencies in a university-based program or for inservice assessment for staff development, needs assessment, promotion and similar uses.

The project staff developed several parameters for assessment criteria that would be developed. These parameters, it was felt, would help to operationalize the competency-based program by taking much of the subjectivity out of assessment. These parameters for assessment criteria should:

1. Include all key elements of the competency
2. Be based entirely on the competency itself
3. Be stated in past tense
4. Require only a "yes" or "no" response
5. Be as objective as possible.

CHAPTER 7

METHODOLOGY FOR IDENTIFYING CRITERIA

Competencies receiving an average importance rating for all six groups of administrators and supervisors of 3.500 (midpoint) or less on the 6 point rating scale were considered important by the project staff for administrators and supervisors of vocational education programs in Florida. The next step in the project was to develop assessment criteria for evaluating mastery of these competencies.

The project staff developed preliminary assessment criteria for the 81 competencies which were considered to be important. Criteria statements were developed using the parameters discussed earlier. A jury was used to review these criteria statements and make revisions, additions, and deletions. A letter (see Appendix F) was sent to potential jury members asking them to serve. Individuals agreeing to review the preliminary criteria statements were sent a follow-up letter (see Appendix G) and a packet of materials explaining the desired criteria statements in more detail (see Appendix H). The following individuals served as jury members to review the preliminary assessment criteria for the administration/supervision component:

1. Mr. Marvin Compton, Chairperson, Electronics Dept. Lively Voc-Tech School, Tallahassee, Florida

2. Mr. James Joyce, Director, Lively Voc-Tech School, Tallahassee, Florida

3. Ms. Koleen Haire, Leon County Vocational Supervisor, Leon County Schools, Tallahassee, Florida

4. Ms. Sandy Boucher, Chairperson, Business Education Dept., Rickards High School, Tallahassee, Florida

5. Ms. Mary Jane Davis, Assistant Director, Pinellas Voc-Tech Institute, Clearwater, Florida

CHAPTER 8

FINDINGS - CRITERIA

Based on the comments made by jury members, the preliminary assessment criteria were revised. Jury members were encouraged to add, delete or alter criteria statements based on their suitability for objective evaluation of competencies. Table 11 lists the revised criteria statements for the 81 competency statements that received a mean importance rating of 3.500 (midpoint) or less on the 6 point rating scale.

The competency statements in Table 11 have been grouped by the project staff into the following categories:

A. Program planning, development, operation and evaluation

B. Supervision of instructional and supportive staff

C. Funding, budget, finances, purchasing

D. Policies, regulation, legislation

E. Operation of facilities

F. Staff development

G. School-community and student relations.

This categorization is tentative only and is based solely upon the judgment of the project staff. Grouping of competencies for use in a preservice or inservice program can be accomplished based on the unique needs of participants and the objectives of the particular program.

It is recommended that the assessment criteria listed in Table 11 be reviewed and revised where necessary to fit the unique needs of particular preservice or inservice programs designed to prepare or upgrade administrators and supervisors of vocational education programs.

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Table 11

Assessment Criteria for Competencies

Category A: Program Planning, Development, Operation and Evaluation

1. Identify the role of the vocational education program in the overall system of education.

   a. Broad educational goals of state, district and institution were reviewed.
   b. Those goals which the vocational education program can meet were identified.
   c. Determination was made concerning how pre-vocational, secondary vocational, post-secondary vocational-technical and adult programs can best meet educational goals of state, district and institution.
   d. Specific goals and objectives of each program above were identified.

2. Provide vocational education programs in satellite locations.

   a. Vocational education needs within the satellite area were determined.
   b. Program needs within the satellite area were determined.
   c. Results of needs assessment were presented to the coordinating council.
   d. A local advisory committee was established to aid in the development of satellite programs.
   e. A tentative program for vocational education in satellite locations was developed.
   f. A tentative budget for vocational education in satellite locations was developed.
   g. A program and budget plan for satellite locations was submitted to administration and board for their study and action.
   h. Plans authorized by administration and/or board were implemented.

3. Coordinate the vocational education program with general education.

   a. The roles of general and vocational education in district or institution were identified and reviewed.
   b. Specific objectives of general and vocational education programs were identified.
   c. Objectives were coordinated to focus on preparation of students who will succeed as citizens, workers and in other life roles.
   d. Advisory committee was utilized to assist in coordination of general and vocational education programs.
   e. General and vocational educators were involved in coordination activities.
   f. Specific relationships between particular general education and vocational education programs were developed.
   g. General education courses in vocational programs focused on relevancy to the world of work.

4. Establish vocational programs with a performance-based approach.

   a. Need for a performance-based approach was identified.
   b. Specific competencies for program were based on occupational analysis, V-TECS or other valid source.
   c. Performance criteria based on competencies were developed and made public.
   d. Learning activities were developed that focus on helping students master specified competencies.
   e. Performance-based evaluation strategies and instruments were developed.
   f. Program was revised based on student/employer follow-up data.
   g. In-service programs were developed to assist administrators and instructors in developing and implementing performance-based programs.

6. Develop standards for graduation.

   a. Advisory committee was involved in standards development.
   b. Standards were based on entry level job requirements.
   c. Standards were listed and made public.

7. Use in-house committees to assist in the operation of program.

   a. The need for a particular committee was determined.
   b. Committee members were chosen on the basis of their expertise and ability to serve.
   c. Specific goals and purposes of committee were identified.
   d. Committee members met; their duties and functions were explained.
   e. Chairperson was selected and his/her area(s) of responsibility was identified.
   f. A time schedule was established.
   g. Specific committee recommendation or other action was communicated to administration.

9. Plan and organize vocational education programs to meet changing labor needs.

   a. Industry was surveyed to determine current and projected labor needs and requirements.
   b. The community was surveyed to determine current and projected student interest.
   c. Current vocational education programs were evaluated to determine whether labor needs were being met.

Table 11 (continued)

Category A: Program Planning, Development, Operation and Evaluation (continued)

d. Advisory committee(s) was used to assist in program development.
e. Proposed vocational program(s) was developed to meet labor needs.
f. The proposed programs were submitted to appropriate persons/agencies for study and approval.
g. The approved program was implemented.

11. Plan and direct pre-vocational middle school programs.

a. Need for pre-vocational middle school programs in district or institution was identified.
b. Goals and objectives for program(s) were developed.
c. Pre-vocational programs were coordinated with secondary and post-secondary vocational-technical prpgrams in area.
d. Pre-vocational programs were planned including facilities, staff, equipment, etc.
e. Pre-vocational programs were administered according to school board policy and state standards.

12. Use an advisory committee for total vocational program.

a. Advisory committee members were selected based on their expertise and experience in business/industry, education, community service, etc.
b. Broad objectives of the advisory committee were developed.
c. Chairperson was selected and his/her duties were identified.
d. Committee was involved in planning overall vocational education program.
e. Committee was involved in the evaluation of the overall program.

13. Provide an evening vocational education program.

a. Community needs for an evening program were determined.
b. Purposes and objectives of the evening program were defined and established.
c. Resource requirements were determined including staff, facilities, equipment, etc.
d. A recruitment plan was developed.
e. Program offerings were disseminated to the public.

14. Utilize local advisory committees for specific vocational offerings.

a. The role and function of the advisory committee was identified.
b. Criteria were established for selection of advisory committee members.
c. Members were informed of their role and function.
d. The school and community were informed of the establishment of the advisory committee, its members, and its function.
e. The annual agenda of the advisory committee was planned.
f. Recommendations of the advisory committee were utilized.

15. Provide vocational education programs for adults.

a. Survey was conducted to determine need for adult program.
b. Goals and objectives of the adult program were defined and established.
c. Resource requirements were determined including staff, facilities, etc.
d. An adult program advisory committee was established.
e. Program was publicized through various media.

16. Recommend short- and long-range program goals.

a. Advisory committee was involved in goal formulation.
b. State department was involved in goal formulation.
c. Goals were based on employment needs of community.
d. Goals were based on potential student enrollment.
e. Specific objectives to be met were developed from goals.
f. Target dates were established.

17. Provide programs to meet the needs of disadvantaged students in the vocational program.

a. Goals and objectives of program were established.
b. Consultive services were utilized in developing program such as advisory committee, state department, educational consultants, etc.
c. Qualified staff was utilized for teaching and support.
d. Appropriate facilities and equipment were utilized.
e. Learning activities were utilized which focus on helping disadvantaged students to succeed.
f. Public relations and recruitment program were utilized.
g. Program effectiveness was evaluated.

19. Project growth in vocational education program.

a. A survey of community was conducted to determine projected student enrollment.
b. A survey of business community was conducted to determine projected manpower and employment trends.

Table 11 (continued)

Category A: Program Planning, Development, Operation and Evaluation (continued)

c. State department was consulted for trends in employment and enrollment in state and region.

20. Establish and operate cooperative vocational education programs.

a. Need for cooperative vocational education program was identified.
b. Advisory committee was utilized in development and operation of program.
c. Goals and objectives of cooperative program were identified.
d. Specific cooperative vocational education programs were developed.
e. Qualified teacher-coordinators were hired.
f. Public relations were maintained.
g. Cooperative programs were evaluated.

21. Provide programs to meet the needs of handicapped students in the vocational program.

a. Advisory committee was involved in planning and operating programs for the handicapped.
b. Employment opportunities of handicapped were surveyed.
c. Counseling services for handicapped were provided.
d. Special facilities, equipment, tools, etc. for handicapped were provided.
e. Qualified staff were hired for instruction and support.
f. Staff development was encouraged.
g. Public relations and student recruitment were undertaken.
h. Programs for handicapped were evaluated.

23. Determine educational needs and interests of community.

a. Advisory committee was involved in community survey.
b. The survey instrument was developed.
c. The geographic area was identified.
d. State and local personnel were utilized.
e. Labor representatives were utilized.
f. Prospective students were surveyed.
g. Parents of prospective students were surveyed.
h. The survey results were disseminated.

24. Determine labor needs of business and industry.

a. Advisory committee was involved in industry survey.
b. Survey instrument was developed.
c. Geographical area was identified.
d. State, local personnel were involved.
e. Labor representatives were involved.
f. Representative employers were contacted.
g. Results of survey were disseminated.

26. Develop and maintain an accident prevention program.

a. Instructors were involved in developing accident prevention program.
b. OSHA and related standards were met.
c. Classrooms and laboratories were kept uncluttered and clean.
d. Appropriate guards/safety devices were used on all equipment.
e. Materials and supplies were stored in a safe manner.
f. Periodic safety inspections were performed.

29. Evaluate the effectiveness of the vocational education program.

a. Evaluation criteria were developed.
b. The evaluation instrument was developed.
c. The program evaluation was carried out.
d. The results of the evaluation were disseminated.
e. Internal improvements were made on the basis of the evaluation results.

36. Utilize the service of appropriate local, state and Federal agencies.

a. Need for agency services was identified.
b. Sources of services were identified.
c. A directory of contact persons and their services was developed.
d. Contact persons for services were identified.
e. Policies and procedures regarding the utilization of services were identified and followed.
f. Agencies/individuals were contacted to acquire the services needed.
g. Staff was encouraged to utilize available services.

Table 11 (continued)

Category A: Program Planning, Development, Operation and Evaluation (continued)

67. Maintain cooperative relationship with the State Department of Education.

a. State Department of Education Bureaus, sections and key individuals responsible for administration of local vocational programs were identified.
b. DOE consultants were involved in program planning, review and evaluation.
c. DOE personnel were given access to facilities, records, etc.
d. All appropriate reports were submitted to DOE.
e. Appropriate DOE agency or individual was contacted when need arose.

68. Cooperate with other state agencies such as Vocational Rehabilitation, Veterans Administration, etc.

a. Up-to-date directory of state agencies and key personnel was maintained and made available to faculty and staff.
b. Need for assistance by state agencies was identified.
c. Appropriate agency/individual was contacted to request assistance.
d. Requests for assistance by state agency(s) were complied with if possible.

69. Coordinate the vocational program(s) with overall Career Education goals of institution and district.

a. A plan for coordinating programs with Career Education goals was developed.
b. District's Career Education director participated in coordination.
c. Career Education personnel from state, district, institution assisted in short- and long-range planning of vocational education programs.
d. Career Education information was kept current relative to local, state and national philosophy, goals and activities.
e. Instructors were made aware of means of coordinating vocational education program with Career Education goals.

70. Coordinate vocational program(s) with programs and activities under the Comprehensive Education Training Act (CETA).

a. Relationship of local vocational education program with CETA programs was identified.
b. CETA programs in area were identified.
c. CETA director was involved in coordinating CETA programs with vocational education program.

73. Conduct student follow-up studies.

a. Systematic plan for conducting follow-up study was developed.
b. Former students were identified.
c. Follow-up data was collected and analyzed.
d. Summary based on follow-up data was prepared and disseminated.

78. Apply research in vocational education.

a. Research was identified that has potential impact on the local vocational education program.
b. Appropriate impact area of the vocational education program was identified.
c. Research findings were translated into specific steps for implementation into the program.
d. Appropriate change(s) were made in vocational education program based on research findings.
e. Impact of implementation of research findings was evaluated.

79. Assist in conducting research.

a. Research goals of the vocational program were identified.
b. Proposed research project was evaluated in terms of feasibility, potential impact, potential disruption of learning and other factors.
c. Resources needed to conduct research were obtained.
d. Research was conducted in efficient and professional manner.
e. Findings were disseminated.

80. Maintain information gathering and reporting system.

a. Specific information needed to effectively administer program was identified.
b. All applicable policies, laws and regulations were followed in gathering and reporting information.
c. Effective and efficient means of gathering and reporting information were utilized.
d. All reports were submitted on time.

Table 11 (continued)

Category A: Program Planning, Development, Operation and Evaluation (continued)

81. Use "management by objectives" techniques.

a. Inservice program for staff was implemented to acquaint faculty and staff with management by objectives (MBO).
b. Organizational goals were established.
c. Performance objectives were developed and disseminated.
d. Assistance was given to subordinates in writing performance objectives.
e. Target dates for appraisal were set.
f. Performance of personnel was evaluated based on objectives.
g. Evaluation was discussed with personnel.
h. Performance objectives were reviewed periodically and revised.

82. Use scientific approach to problem solving.

a. The problem was identified.
b. All supporting and background information was collected.
c. Alternative solutions were formulated.
d. Possible consequences of solutions were reviewed.
e. Most feasible solution was selected.
f. Solution was applied to problem.

83. Apply systems approach to operation of program.

a. Various systems operating within overall program were identified, such as financial, staff, facilities, etc.
b. Relationships between systems and subsystems were identified.
c. Administrative decisions were based on total impact to all systems.

Category B: Supervision of Instructional and Support Staff

5. Plan, organize and direct remedial and compensatory instruction.

a. A systematic plan was developed to provide remedial/compensatory instruction.
b. Students needing remedial and/or compensatory instruction were identified.
c. Individuals were identified or hired to provide instruction.
d. Appropriate media, facilities, instructional materials were purchased or developed.
e. Teachers were made aware of remedial/compensatory program.
f. Teachers were aided in offering or recommending students for remedial/compensatory instruction.
g. Remedial/compensatory program was evaluated.

9. Promote and evaluate the use of audio-visual equipment.

a. Media most effective in particular program areas was identified.
b. Inventory of existing media was completed.
c. Additional media was purchased.
d. Instructors were shown proper use of media.
e. Software for media was secured or developed.
f. Instructors were evaluated in the use of media.

10. Promote improved methods of instruction.

a. Methods currently used by instructors were reviewed.
b. Needed improvements were identified based on needs assessment, diagnosis of teaching, observation, video taping, etc.
c. Appropriate inservice or related activities were utilized to help instructors master teaching skills.
d. Qualified consultants, helping teachers, or others were utilized.
e. Individual teachers as well as groups were assisted in mastering teaching skills.
f. Instructors were followed up to determine improvement in teaching.

18. Provide instructors with appropriate curriculum materials and teaching aids.

a. Instructors were assisted in identifying curriculum materials and teaching aids needed for effective instruction.
b. An inventory of existing materials and teaching aids was developed.
c. Needed materials/media were listed in order of priority and ordered.
d. State department was contacted for availability of V-TECS catalogs and similar materials.
e. Assistance was given to instructors in developing their own materials.
f. Instructors were shown how to use materials and media properly.
g. Materials and media were maintained, stored properly and kept up-to-date.

Table 11 (continued)

Category B: Supervision of Instructional and Support Staff (continued)

50. Assist instructors in individualizing their instruction.

a. Applicability of individualized instruction for specific program(s) was determined.
b. Instructors were involved in planning individualized instruction.
c. State department and other sources for individualized instructional methods, materials, media, etc. were contacted.
d. Instructors were assisted in mastering techniques, developing materials and using media for I/I.
e. Appropriate materials, media were developed or purchased.

51. Identify teaching skills faculty should possess.

a. Research and related studies dealing with identification of vocational teaching skills were reviewed.
b. State certification requirements were reviewed.
c. Experienced teachers were consulted.

52. Identify and procure substitute and part-time teachers.

a. Need for substitute and part-time teachers was identified.
b. Criteria for their selection were developed.
c. Applicants were recruited.
d. Applicants' qualifications were evaluated based on selection criteria.
e. Candidates were selected and interviewed.
f. Final recommendations were made.
g. File of available part-time and substitute teachers was maintained.

53. Make recommendations regarding tenure and dismissal of teachers.

a. Tenure/promotion applicants' files were reviewed.
b. Recommendations were made based on previously identified tenure/promotion criteria.
c. Unsatisfactory instructors were identified.
d. Cause for unsatisfactory performance was identified.
e. Instructor was given hearing.
f. Recommendation regarding dismissal was made based on previously identified causes for dismissal and dismissal guidelines.

54. Recommend and establish guidelines for hiring, promoting and firing.

a. Faculty members were involved in major hiring, tenure and dismissal decisions.
b. Criteria for hiring, tenure, promotion were identified.
c. Guidelines and procedures for tenure, promotion applications were developed.
d. Causes for dismissal were identified.
e. Guidelines and procedures were developed for dismissal.

55. Assist in hiring faculty and staff members.

a. Need for additional faculty/staff was identified.
b. Job description was reviewed or written.
c. Search for applicants was undertaken.
d. Applications were reviewed.
e. Recommendations were made regarding candidates.
f. Candidates were interviewed.
g. Faculty/staff member was hired.
h. All applicable guidelines, regulations were followed.

56. Evaluate performance of faculty and staff.

a. Evaluation guidelines were established cooperatively with faculty and staff.
b. Evaluation criteria were developed.
c. Evaluation data were collected based on criteria.
d. Appropriate methods and procedures for evaluation were utilized.
e. Evaluation data collected were analyzed and interpreted.
f. Conferences were held with individual faculty and staff to discuss results of evaluation.

57. Provide for job evaluation of faculty/staff positions.

a. Faculty/staff were involved in evaluation of positions.
b. Job evaluation was performed based on job rather than individual in that job.
c. Positions were evaluated based on their overall contribution to total vocational education program.
d. Recommendations were made concerning retention, expansion, elimination, etc. of particular position.

Table 11 (continued)

Category B: Supervision of Instructional and Support Staff (continued)

58. Schedule and supervise activities of clerical and support staff.

a. The clerical and support staff was organized consistent with accomplishing educational goals.
b. A system of informing clerical and supportive staff of rules and regulations in accordance with law was employed.
c. Duties and responsibilities were assigned to clerical and support staff.
d. Periodic meetings were held to discuss problems, procedures and policies.
e. Periodic evaluations of clerical and support staff were conducted.

59. Hold meetings with faculty and staff when needed.

a. The need for a meeting was determined.
b. An agenda was prepared cooperatively with teachers and staff.
c. A copy of agenda was distributed to faculty prior to meeting.
d. The meeting time was established in advance to insure total attendance.
e. Question, answer and comment time was allocated during meeting.
f. Parliamentary procedure was utilized.
g. Minutes were distributed.

60. Supervise vocational teachers.

a. Guidelines for supervision of instructional personnel were developed cooperatively.
b. Criteria for effective performance were developed.
c. Evaluation of teachers was based on criteria.
d. Teachers were observed.
e. Teachers were encouraged to keep up-to-date in occupational specialty and in teaching profession.
f. Inservice programs were utilized.
g. Teachers were aided in mastering new methods and utilizing instructional media.

61. Handle complaints and grievances.

a. An open climate was developed in which differences of opinion could be voiced freely.
b. Complaints and grievances were heard and recorded.
c. Additional facts, opinions, rebuttals, etc. were obtained.
d. Appropriate action was taken.

64. Develop policy manuals or guides.

a. Faculty and staff were actively involved in providing information to be included in manuals and guides.
b. Committees were established to provide information and develop certain sections of the guides and manuals.
c. Manuals and guides were developed to convey policies, procedures, guidelines or other information.
d. Manuals and guides were distributed.

65. Interpret organizational structure to faculty and staff.

a. School/district program and philosophy were explained.
b. Using an organizational chart, the structure of institution or district was explained.
c. Staff roles and responsibilities were clearly identified.
d. The channels of communication were explained.
e. The relationship of school board and other institutions in system to local institution were discussed.
f. An organizational matrix was prepared a) showing school and district lines of authority, and b) identifying personnel responsibility for initiating, reporting and taking action.
g. A handbook of organizational policies was distributed to faculty and staff.

66. Maintain good human relations among faculty, staff and students.

a. An open door policy was established.
b. Faculty, staff and students were kept informed of school activities and accomplishments.
c. Good rapport was established with faculty, staff and students.
d. A democratic, humanistic style of leadership was employed in working with faculty, staff and students.
e. Help, encouragement, and cooperation was given to faculty, staff and students.
f. Consideration for the feelings of others was exhibited.
g. Effective communications was employed at all levels.

Table 11 (continued)

Category B: Supervision of Instructional and Support Staff (continued)

84. Delegate responsibility and authority to subordinates.

a. Special abilities within the staff organization were utilized.
b. Decision-making skills of teachers were matched to particular curriculum and instructional problems.
c. Decision-making tasks were assigned to lower staff commensurate with their organizational responsibility.
d. Responsibility for supervising teachers was delegated to department chairperson or subject matter consultants.

Category C: Funding, Budget, Finances

37. Write proposals for funding.

a. Specific needs for additional funding were identified.
b. Potential sources for funding were identified.
c. All forms, guidelines, etc. for submitting proposals were secured and followed.
d. Proposal was written and submitted to appropriate agency.

39. Use Program Planning and Budgeting System (PPBS).

a. The staff was informed of the type budgeting system utilized.
b. Goals and objectives were identified.
c. The program structure was identified.
d. Program inputs and outputs were identified.
e. A relationship between organizational expenditures and program costs was developed.
f. Methods for projecting income based on programs output were developed.
g. Resource requirements of programs compared to available resources.
h. Alternatives and priorities were considered and resource allocations established.
i. Departmental organizational budgets were allocated.
j. Program was evaluated.
k. Inservice training programs were implemented to orient teachers and all involved staff to PPBS.

40. Coordinate purchase of equipment, supplies, and instructional materials.

a. Periodic inventories were conducted.
b. A needs assessment of equipment, supplies, and instructional materials was conducted.
c. A prioritized list of needed supplies, equipment and instructional materials was compiled.
d. School policies and state regulations on purchasing procedures were followed.
e. Supplies and instructional materials were requisitioned from approved vendors.
f. Request for equipment was sent to administration to be advertised for bidding.
g. Supplies, equipment, and instructional materials were purchased.

41. Maintain suggested budgeting and cost accounting procedures.

a. Established guidelines and regulations for budgeting and cost accounting procedures were followed.
b. Cost analysis techniques in implementing school budget was employed.
c. A bookkeeping and accounting system to meet state DOE requirements was maintained.
d. Periodic financial reports were prepared according to legal guidelines.
e. An evaluation system to assess the effects of special expenditures was established.

42. Prepare and administer the budget for the program.

a. Guidelines were established to insure school receives maximum benefits from available funding sources.
b. The staff was informed of future budget preparation stating dates, deadlines, etc.
c. Pertinent budget information was requested from each program.
d. Program needs were determined.
e. Projected needs of program expansion were determined.
f. Local, state, and Federal requirements were reviewed to assure compliance with policies.
g. Format and deadline dates were determined for timely submission of budget.
h. Amount of possible allocated funds was determined.
i. Priorities were established for inclusion.
j. Appropriate budget request forms were completed and submitted.
k. Necessary changes were made and a revised budget submitted.
l. Approved budget plans were returned to specific programs and areas.

Table 11 (continued)

Category C: Funding, Budget, Finances (continued)

43. Assist in performing financial and business functions.

a. Resources and money for the educational programs of the school were determined.
b. Resources were made available to the staff for supplies, money, equipment, etc.
c. Policies to govern the administration of business affairs were determined.
d. Salary schedules were formulated.
e. School purchasing of capital outlay equipment was implemented.
f. Accounts for school monies were established.
g. A system of internal accounting was employed.
h. A system of accountability and feedback was developed.
i. School insurance program was provided.
j. Reports of financial expenditures were provided to superintendent.
k. Financial budgets were recommended to the board.
l. Documents describing state textbook ordering plans were reviewed.
m. A plan for collecting and expending institutional funds was developed.
n. A public relations program for financial support was developed.
o. An evaluation and operations research program for fiscal affairs was developed and coordinated.
p. Institutional audit reports were prepared and submitted to administration.

Category D: Policies, Regulations, Laws

30. Comply with policies and objectives of school board or board of trustees.

a. The policies and objectives of board were identified and interpreted to faculty and staff.
b. Board policies were enforced among staff.
c. Faculty and staff were informed of board policy changes.

31. Influence legislation affecting vocational education.

a. The staff was kept informed of new legislation affecting vocational education.
b. Staff was encouraged to lobby for vocational education.
c. Legislators were invited to visit vocational school and programs.
d. Staff was encouraged to become familiar with legislators.
e. Advisory committees and craft committees were kept abreast as to how they may have an impact on legislation affecting vocational education.

32. Comply with regulations concerning the transporting of students.

a. All legal policies under which the transportation system operates were obtained.
b. A system of rules and regulations in accordance with state, national and local policies was formulated.
c. Instruction and training of personnel and pupils in safety was provided.
d. Written information concerning legal provisions on transporting students were distributed to appropriate personnel.
e. Materials which make personnel and pupils safety conscious were provided.
f. A plan for an efficient system of maintenance was developed.

33. Comply with legislation and regulations of local, state, and Federal government.

a. Laws and regulations relative to school operation were reviewed.
b. State laws and department of education regulations regarding school operations were interpreted to the staff.
c. Significant landmark decisions of the courts relative to school operations were interpreted to the staff.
d. Laws relative to student rights and current practices were interpreted to the staff.
e. Inservice training was provided to assist staff in filling out necessary governmental forms in compliance with law.

34. Comply with the State Plan for Vocational Education.

a. A copy of the State Plan was reviewed.
b. The State Plan was interpreted to staff, superintendent and board.
c. Local policy was established to comply with State Plan.
d. A method of monitoring system was developed to determine compliance.

35. Implement and maintain state vocational education program standards.

a. Appropriate state program standards were identified.
b. A systematic plan for implementing and maintaining program standards was developed.
c. Discrepancies between standards and existing program(s) were identified.
d. Action was taken to comply with standards.

Table 11 (continued)

Category D: Policies, Regulations, Laws (continued)

38. Prepare reports for Federal, state and local agencies.

a. Instructions accompanying the report forms were studied.
b. Previously completed reports were reviewed.
c. Information necessary for making out reports was collected.
d. Required information was clearly and accurately entered on the reports.
e. Completed reports were submitted to appropriate agency on time.
f. Duplicates of report were retained.
g. Pertinent information compiled for the report was distributed to the advisory committee and used for public relations.

Category E: Operation of Facilities

25. Approve and coordinate the use of school facilities.

a. Policies for use of facilities were developed and disseminated.
b. Schedule for use of facilities was developed and posted.
c. Daytime and evening use of facilities was coordinated.

27. Assist in planning new or additional vocational education facilities.

a. A survey of manpower needs and job opportunities was conducted.
b. Survey data were compiled and disseminated.
c. Staff was informed of possible new or additional facilities.
d. Survey data were presented to appropriate agencies (craft advisory committee, region vocational committee, State Vocational Director, etc.
e. The faculty and staff were organized and educational specifications were written and submitted to school board and later to State Vocational Director.
f. Architect screening committee was appointed.
g. The hiring of a competent architectural staff was recommended.
h. The educational specifications were presented to the selected architect.
i. The preliminary plans of the architect were presented to and evaluated by the staff, board members, and community representatives.
j. Preliminary plans were presented to appropriate governmental agencies.
k. Final plans were presented to the board.
l. Final plans were presented to DOE for approval and financing.
m. Policy procedures on bid practices were followed in awarding contracts.
n. Sessions were periodically held to establish and discuss progress of construction.
o. The completed facilities were approved by appropriate groups and agencies.
p. Furniture and equipment was procured.

28. Schedule classes/lab and assign rooms.

a. The number of available rooms was determined.
b. Classes/labs to be utilized and time periods needed were determined.
c. The estimated number of students to be enrolled in the class/lab was determined.
d. Type of class/lab activity was ascertained.
e. Room assignments were made based on suitability of room to class.

Category F: Staff Development

44. Cooperate with universities to upgrade professional skills of instructors.

a. Professional skills and training needed by instructors was determined.
b. Inservice needs of the staff were recommended to appropriate university authorities.
c. School personnel and university personnel cooperatively developed programs to meet the needs.
d. Off campus credited courses were provided.
e. Summer and evening courses were provided to meet professional needs of instructors.
f. Bulletins and course schedules were posted conspicuously.

45. Cooperate with teacher education centers to upgrade professional skills of instructors.

a. Teachers professional development needs were identified.
b. Teachers were made aware of the services provided through teacher centers.
c. Professional skills and training needed by teachers was communicated to appropriate staff of center.
d. Staff development opportunities were cooperatively developed with teachers.
e. Teachers were encouraged to participate in teacher center activities.

Table 11 (continued)

Category F: Staff Development (continued)

46. Maintain occupational competence of instructional staff.

a. A systematic plan was developed to help instructors maintain their competence in the occupational specialty.
b. Teachers were encouraged to keep abreast in the occupational specialty.
c. Funds were made available for release time to allow instructors to return to occupational area periodically.
d. Funds were made available for journals, materials in occupational specialties.
e. Teachers were encouraged to attend workshops, seminars, etc. in occupational specialty.

47. Conduct inservice seminars and workshops.

a. Professional development needs of teachers were identified.
b. Plans were cooperatively developed to provide training in needed areas.
c. Teachers were assisted in making appropriate seminar and workshop selections according to their needs.
d. Arrangements were made to offer inservice sessions at convenient times.
e. Funds were allocated to provide inservice training.
f. Appropriate resource personnel were utilized.
g. An evaluation was conducted to determine effectiveness of inservice training.

48. Provide orientation for new faculty and staff members.

a. An alloted time period was established for orientation of new faculty and staff.
b. The organizational structure was explained.
c. Handbooks, policy manuals and other pertinent publications were provided.
d. Administrative personnel were introduced.
e. School functions and services were explained.
f. New faculty and staff toured plant facilities.
g. Roles and responsibilities of faculty and staff were delineated.

49. Acquaint teachers with appropriate professional organizations.

a. Representatives were invited from national, state, and local professional organizations to discuss memberships.
b. Teachers were encouraged to attend professional development activities.
c. Teachers were encouraged to subscribe to professional publications.

Category G: School-Community and Student Relations

71. Maintain positive school-community relations.

a. The community was kept informed of changes in school program.
b. Teachers were encouraged to participate in civic and community activities.
c. Teachers and administration held conferences with parents and other community persons.
d. A parent/school organization was established.
e. Community use of school facilities was encouraged.
f. A means for community participation in school policy development was provided.
g. Good public relations with the communications media was established.
h. School and district instructional policies and procedures were explained to community.
i. News reports and articles to improve school-community relations were published.
j. Effective lines of communication between community and school were established and maintained.
k. A directory of community resource persons was maintained.
l. Parents and other interested laymen were invited to school to discuss educational planning.
m. Teachers were encouraged to work closely with their craft advisory committees.

72. Assist in preparing catalogs, brochures, etc.

a. Need for specific catalog or brochure was identified.
b. Materials to be included in publications were gathered.
c. Catalog, brochure was developed in-house or contracted out.
d. Copies were disseminated.

74. Handle student discipline problems.

a. Laws regulating discipline in educational system were reviewed.
b. Proper procedural steps as outlined in School Board Policies discussed with faculty and staff.

Table 11 (continued)

Category G: School-Community and Student Relations (continued)

c. Teachers were familiarized with appropriate forms and letters.
d. A study was made to determine types of discipline problems occuring most frequently.
e. A plan to improve school morale and reduce discipline problems was cooperatively developed by staff and students.

75. Provide job placement for students.

a. Job placement coordinators were hired or appointed.
b. Contacts with business and industry were maintained.
c. Job openings were posted.
d. Students were aided in developing employability skills.

76. Promote student vocational organizations and other student activities.

a. Students were encouraged to organize or participate in student vocational clubs.
b. Faculty and staff were encouraged to take an interest and active role in assisting student organizations.
c. Weekly schedules of student activities and events were posted in strategic localities.
d. Regular school hours were alloted for organizational meetings.

77. Identify, recruit and counsel students for vocational programs.

a. Potential students were identified in the community and region.
b. Programs were advertised in media, through career days in schools, through mailings, etc.
c. Open-house and orientation was held for community.
d. Prospective students were given inventories to identify their interests and aptitude.
e. Students were aided in selecting programs that match their abilities and interests.

APPENDIXES

BEST COPY AVAILABLE

ADMINISTRATION/SUPERVISION/COORDINATION

INSTRUCTIONS

Listed below are various skills that may or may not be important to Vocational Education Administrators, Supervisors or Coordinators at various levels. Please read each item carefully and rate each item based on its importance to an administrator, supervisor or coordinator of vocational education serving in a position similar to yours. There are no right or wrong responses; some items may be important while others may not be important. Please rate each item by circling the appropriate number to the right from 1 = Very Important to 6 = Not Important. Note that the first item has been marked as an example.

	Very Important					Not Important
0. Use sound principles of public speaking	1	2	3	4	5	6
1. Identify the role of the vocational education program in the overall system of education	1	2	3	4	5	6
2. Provide vocational education programs in satellite locations	1	2	3	4	5	6
3. Coordinate the vocational education program with general education	1	2	3	4	5	6
4. Establish vocational programs with a performance-based approach	1	2	3	4	5	6
5. Plan, organize and direct remedial and compensatory instruction	1	2	3	4	5	6
6. Develop standards for graduation.	1	2	3	4	5	6
7. Use in-house committees to assist in operation of program	1	2	3	4	5	6
8. Promote and evaluate the use of audio-visual equipment	1	2	3	4	5	6
9. Plan and organize vocational education programs to meet changing labor needs	1	2	3	4	5	6
10. Promote improved methods of instruction	1	2	3	4	5	6
11. Plan and direct pre-vocational middle school programs.	1	2	3	4	5	6
12. Use an advisory committee for total vocational program	1	2	3	4	5	6
13. Provide an evening vocational education program.	1	2	3	4	5	6
14. Utilize local advisory committees for specific vocational offerings	1	2	3	4	5	6
15. Provide vocational education programs for adults	1	2	3	4	5	6
16. Recommend short- and long-range program goals	1	2	3	4	5	6
17. Provide programs to meet the needs of disadvantaged students in the voc. program.	1	2	3	4	5	6
18. Provide instructors with appropriate curriculum materials and teaching aids	1	2	3	4	5	6
19. Project growth in vocational education program	1	2	3	4	5	6
20. Establish and operate cooperative vocational education programs	1	2	3	4	5	6
21. Provide programs to meet the needs of handicapped students in the voc. program	1	2	3	4	5	6
22. Provide multilingual vocational education programs.	1	2	3	4	5	6
23. Determine educational needs and interests of community	1	2	3	4	5	6
24. Determine labor needs of business and industry	1	2	3	4	5	6
25. Approve and coordinate the use of school facilities	1	2	3	4	5	6
26. Develop and maintain an accident prevention program	1	2	3	4	5	6
27. Assist in planning new or additional vocational education facilities.	1	2	3	4	5	6
28. Schedule classes/lab and assign rooms	1	2	3	4	5	6
29. Evaluate the effectiveness of the vocational education program.	1	2	3	4	5	6
30. Comply with policies and objectives of school board or board of trustees	1	2	3	4	5	6
31. Influence legislation affecting vocational education	1	2	3	4	5	6

over

	Very Important					Not Important
32. Comply with regulations concerning the transporting of students	1	2	3	4	5	6
33. Comply with legislation and regulations of local, state and Federal government	1	2	3	4	5	6
34. Comply with the State Plan for Vocational Education	1	2	3	4	5	6
35. Implement and maintain state vocational education program standards	1	2	3	4	5	6
36. Utilize the service of appropriate local, state and Federal agencies.	1	2	3	4	5	6
37. Write proposals for funding	1	2	3	4	5	6
38. Prepare reports for Federal, state and local agencies.	1	2	3	4	5	6
39. Use Program Planning and Budgeting System (PPBS)	1	2	3	4	5	6
40. Coordinate purchase of equipment, supplies and instructional materials	1	2	3	4	5	6
41. Maintain suggested budgeting and cost accounting procedures.	1	2	3	4	5	6
42. Prepare and administer the budget for the program	1	2	3	4	5	6
43. Assist in performing financial and business functions.	1	2	3	4	5	6
44. Cooperate with universities to upgrade professional skills of instructors	1	2	3	4	5	6
45. Cooperate with teacher education centers to upgrade professional skills of instructors.	1	2	3	4	5	6
46. Maintain occupational competence of instructional staff	1	2	3	4	5	6
47. Conduct in-service seminars and workshops.	1	2	3	4	5	6
48. Provide orientation for new faculty and staff members.	1	2	3	4	5	6
49. Acquaint teachers with appropriate professional organization	1	2	3	4	5	6
50. Assist instructors in individualizing their instruction	1	2	3	4	5	6
51. Identify teaching skills faculty should possess.	1	2	3	4	5	6
52. Identify and procure substitute and part-time teachers	1	2	3	4	5	6
53. Make recommendations regarding tenure and dismissal of teachers	1	2	3	4	5	6
54. Recommend and establish guidelines for hiring, promoting and firing	1	2	3	4	5	6
55. Assist in hiring faculty and staff members	1	2	3	4	5	6
56. Evaluate performance of faculty and staff.	1	2	3	4	5	6
57. Provide for job evaluation of faculty/staff positions.	1	2	3	4	5	6
58. Schedule and supervise activities of clerical and support staff	1	2	3	4	5	6
59. Hold meetings with faculty and staff when needed	1	2	3	4	5	6
60. Supervise vocational teachers.	1	2	3	4	5	6
61. Handle complaints and grievances.	1	2	3	4	5	6
62. Assist in collective bargaining negotiations.	1	2	3	4	5	6
63. Teach in the vocational class or laboratory	1	2	3	4	5	6
64. Develop policy manuals or guides.	1	2	3	4	5	6

continued

	Very Important					Not Important
65. Interpret organizational structure to faculty and staff	1	2	3	4	5	6
66. Maintain good human relations among faculty, staff and students	1	2	3	4	5	6
67. Maintain cooperative relationship with the State Dept. of Education	1	2	3	4	5	6
68. Cooperate with other state agencies such as Vocational Rehabilitation, Veterans Administration, etc.	1	2	3	4	5	6
69. Coordinate the vocational program(s) with overall career education goals of institution and district	1	2	3	4	5	6
70. Coordinate vocational program(s) with programs and activities under the Comprehensive Education Training Act (CETA)	1	2	3	4	5	6
71. Maintain positive school-community relations.	1	2	3	4	5	6
72. Assist in preparing catalogs, brochures, etc.	1	2	3	4	5	6
73. Conduct student follow-up studies	1	2	3	4	5	6
74. Handle student discipline problems	1	2	3	4	5	6
75. Provide job placement for students	1	2	3	4	5	6
76. Promote student vocational organizations and other student activities	1	2	3	4	5	6
77. Identify, recruit and counsel students for vocational programs.	1	2	3	4	5	6
78. Apply research in vocational education.	1	2	3	4	5	6
79. Assist in conducting research.	1	2	3	4	5	6
80. Maintain information gathering and reporting system	1	2	3	4	5	6
81. Use "management by objectives" techniques.	1	2	3	4	5	6
82. Use scientific approach to problem solving	1	2	3	4	5	6
83. Apply systems approach to operation of program	1	2	3	4	5	6
84. Delegate responsibility and authority to subordinates.	1	2	3	4	5	6

In the blanks below, please add any additional Administration/Supervision/Coordination skills that you feel are important. Please rate the importance of these additional skills.

85. _____	1	2	3	4	5	6
86. _____	1	2	3	4	5	6
87. _____	1	2	3	4	5	6
88. _____	1	2	3	4	5	6
89. _____	1	2	3	4	5	6
90. _____	1	2	3	4	5	6

over

Please check the appropriate response for each item as it applies to you in your current position.

PROFESSIONAL DATA

1. Your specific job title: _____
2. Approximate number of FTE vocational education enrollment in your county:
   ____less than 1500 FTE; ____1501-5000 FTE; ____more than 5000 FTE.
3. Approximate number of FTE vocational education enrollment in your school (if your position is in a school or community college):
   ____less than 100; ____101-250; ____251-500; ____501-750; ____over 750.
4. Number of years in present position:
   ____1-5; ____6-10; ____11-15; ____16-25; ____over 25.
5. Total number of years as a vocational education administrator, supervisor or coordinator: ____1-5; ____6-10; ____11-15; ____16-25; ____over 25.
6. Highest degree held: ____High School; ____Associate; ____Bachelor's; ____Master's ____Advanced Master's; ____Doctorate; No. of quarter hours beyond highest degree: ____.
7. Number of years of vocational teaching experience:
   ____1-5; ____6-10; ____11-15; ____16-25; ____over 25.
8. Sex: ____Male; ____Female.
9. Age: ____20-30; ____31-40; ____41-50; ____51-60; ____over 60.
10. Your present position: ____county vocational director; ____vocational supervisor; ____community college occupational Dean; ____area V-T school director; ____other
11. To allow us to contact non-respondents please indicate your county: _____

VOCATIONAL EDUCATION
Florida State University
Tallahassee, Florida
32306

THANK YOU. PLEASE PLACE THE COMPLETED QUESTIONNAIRE IN THE SELF-ADDRESSED STAMPED ENVELOPE PROVIDED, AND RETURN IT TO US BY MAIL.

APPENDIX B

College of Education
Vocational Education
202 South Woodward

The Florida State University
Tallahassee, Florida 32306

TO: Selected Administrators of Vocational Education

Dear Colleague:

We are interested in your opinion! We are in the process of identifying skills that are important to administrators, supervisors and coordinators of vocational education programs. Skills identified as important may then be included in university programs designed to prepare individuals in these areas. Practitioners in the field, such as you, are the most qualified source to determine skills that are most important.

We ask your assistance by doing the following:

1. Please complete the enclosed instrument which lists various skills and return to us by November 26.

2. Please distribute the additional two packets (which contain an identical instrument and a cover letter) to local supervisors or coordinators of vocational education programs who you feel demonstrate a high level of competence in their particular fields.

We realize your professional duties require much of your time, however, you are the most qualified source to determine which skills are important to administrators and supervisors.

We look forward to your response and your assistance in the above request will be greatly appreciated.

APPENDIX C

College of Education
Vocational Education
202 South Woodward

The Florida State University
Tallahassee, Florida 32306

TO: Selected Vocational Education Supervisors and Coordinators

Dear Colleague:

You have been identified by your county vocational director as a local vocational education supervisor or coordinator who has demonstrated expertise in your particular area. We need your help!

We are now in the process of identifying skills that are important to supervisors and coordinators of vocational education programs. These skills, once identified, may then be included in university programs designed to prepare individuals in the areas of supervision and coordination. Practitioners such as you are the most qualified source to determine supervisory/coordinating skills that are most important.

We ask your assistance by completing and returning the enclosed instrument to us by November 26, 1975. We realize your professional duties require a great deal of your time; however, you are the most qualified source to identify important competencies. Your help will be greatly appreciated.

APPENDIX D

College of Education
Vocational Education
904 Wildwood Drive

The Florida State University
Tallahassee, Florida 32306

January 4, 1976

TO: SELECTED SUPERVISORS AND COORDINATORS OF
VOCATIONAL EDUCATION PROGRAMS

Recently, we mailed a survey packet asking you to participate in an exemplary project identifying skills important to vocational education administrators, supervisors and coordinators.

As a follow up, we are asking your assistance by completing the enclosed survey instrument and returning it to us by January 16. If you have returned the original instrument, please disregard this additional request. Thank you for your assistance.

If you have not, please return the enclosed instrument by date requested above. Your reply is vital to the success of the project.

Your assistance in this project is sincerely appreciated.

Sincerely,

Robert E Andreyka

Robert E. Andreyka
Program Leader

/dts

Enclosures: Survey Instrument
Return Envelope

APPENDIX E

Open-Ended Responses By Administrators and Supervisors

Professional Leadership Qualities

---

1. Know your role and function.
2. Develop skills needed to help persons solve problems.
3. Learn how to motivate people.
4. Use facts instead of emotions when making decision.
5. Learn difference between fact and emotion.
6. Develop skills needed to recognize potentially good teachers.
7. Acquire ability to Innovate/Take Chances.
8. Acquire ability to Not Give Out excessive paperwork.
9. Display sound judgment in decision-making.
10. Be an enthusiastic leader and a change agent.
11. Be a good listener.
12. Utilize available resources.
13. Acquire public speaking ability and experience.
14. Possess organization and management experience.
15. Conduct meetings.
16. Assist in developing written communication (brochures, bulletins).
17. Learn to separate wheat from chaff.

Program Planning, Implementation and Evaluation

---

1. Seek evaluation of management from staff.
2. Promote and evaluate a safety program (OSHA).
3. Develop and implement in-school P.R. for vocational programs.
4. Plan and promote school accreditation (COEI).
5. Assist in planning a cooperative program for veterans.
6. Coordinate career education and vocational training as one.

Human Relations

---

1. Maintain good human relations with staff, students and parents.
2. Acquire diplomacy, tact and patience.
3. Have respect and love for others and devotion to duty.

Human Relations - continued

4. Assess the morale of the staff periodically.
5. Demonstrate a pleasing personality.
6. Demonstrate fairness and impartiality.
7. Develop attitude and feeling that all people are important.
8. Hold teacher-parent-student conferences when necessary.

Personnel/Staff Development

1. Participate in "self improvement" programs.
2. Inform teachers of available classes for certification.
3. Substitute for teachers periodically.
4. Understand special needs students.
5. Acquire guidance and counseling training.

Supervision of Instructional Staff

1. Supervise teacher in labs/shops.
2. Visit classroom regularly.

Coordinate Facilities Operation, Maintenance and Equipment

1. Maintain facilities.
2. Supervise plant management.
3. Supervise purchasing of equipment.

APPENDIX F

College of Education
Vocational Education
202 South Woodward

The Florida State University
Tallahassee, Florida 32306

April 19, 1976

We need your help in determining how to assess when vocational education teachers and related personnel have attained important professional competencies. The Vocational Education Program at FSU recently completed a study which identified professional competencies important to vocational teachers and related personnel.

The next phase of this project will be to identify assessment criteria for each competency. These criteria will be used to assess whether competencies have been attained. You have been identified as having expertise in one of the areas within the project. We would like to request your participation on a "jury" to examine a preliminary list of criteria and to recommend revisions.

We will be able to offer you an honorarium of $50 in appreciation for your help. Your participation will contribute to the development of more effective teacher education programs in Florida.

We will contact you soon to answer any questions you may have and determine if you are able to participate. Thank you.

Sincerely,

Robert E. Andreyka

Robert E. Andreyka
Program Leader

REA/lm

APPENDIX G

College of Education
Vocational Education
202 South Woodward

The Florida State University
Tallahassee, Florida 32306

M E M O R A N D U M

TO: Jury Members for Validation of Assessment Criteria

FROM: Robert E. Andreyka

DATE: April 26, 1976

Dear Colleague:

We appreciate your agreeing to serve on a jury to examine criteria that will be used to assess whether vocational educators have mastered important competencies. Please find attached a list of your responsibilities as a jury member and an outline and example of the types of criteria statements desired. Also attached is a brief overview of the Exemplary Competency-Based Vocational Teacher Education project, of which criteria identification and validation is a part.

A graduate assistant assigned to the project will be working closely with you. This individual will bring or mail the preliminary criteria statements to you and pick them up or supply mailing envelopes for your returning them.

Again, our thanks for your professional contribution to this project.

APPENDIX H

FLORIDA STATE UNIVERSITY
VOCATIONAL EDUCATION

Competency-Based Vocational Teacher Education Project

Responsibilities of Jury Members

1. Carefully examine the assessment criteria listed for each competency.
2. Determine if each criteria statement can be used to assess whether individuals have mastered the competency.
3. Make any additions, deletions, corrections or comments to the criteria statements you wish.
4. Have your revisions ready to be picked up or mail them by the date specified.

Criteria Statements Desired. When examining criteria statements, please determine if the criteria for each competency have the following characteristics:

1. Criteria statements covered all key elements of the competency.
2. Criteria statements were based entirely on the competency.
3. Criteria statements were written in past tense.
4. Criteria statements could receive only "yes" or "no" response.
5. Criteria were objective (did not rely heavily on judgement).

Example. Below is an example of a typical competency and appropriate criteria statements:

Component: Teaching in Trade and Industrial Education

Competency Category: Instructional Planning

Competency: Write a lesson plan.

Assessment Criteria:

1. The lesson was based on specific student performance objectives.
2. The introduction to the lesson was prepared.
3. An outline of the major concepts of the lesson was prepared.
4. The techniques and methods to be used in presenting the lesson were identified.
5. Learning experiences were selected based on the individual differences of students.
6. A summary of the lesson was prepared.
7. Evaluation devices/techniques were identified.
8. Resource materials were specified.

FLORIDA STATE UNIVERSITY
VOCATIONAL EDUCATION

Competency-Based Vocational Teacher Education Project

One of the main objectives of the Competency-Based Project at Florida State University is to change the teacher education curriculum from the traditional course-oriented approach to the more individualized competency or performance based approach. Instead of selecting a variety of courses in different vocational areas, individuals will work towards mastering important competencies. Where will the competencies come from? Vocational educators in Florida who are currently serving as teachers, administrators and related professionals have been involved in the competency identification process.

The Project is composed of several phases and includes the areas of Administration and Supervision, Career Education, Cooperative Vocational Education, Disadvantaged, Handicapped, Industrial Arts, Research, Trade and Industrial, and Technical Education. The team approach to identifying competencies in each area has been used, with graduate assistants, FSU faculty and other advisors as members of each team. During the Fall Quarter, each team identified a preliminary list of skills that were considered necessary for success in the different areas, such as administration, career education, etc. Each list was presented to a panel of experts for additions, corrections and revisions. The final list was developed into a questionnaire and sent to a sample of Florida vocational educators. These practitioners rated the competency statements as to <u>importance</u> for vocational educators in positions similar to their own. The team spent the Winter Quarter analyzing the results and determining which competency statements were considered most important. During the

Spring Quarter, the teams have been writing assessment criteria for the various competency statements. These criteria statements are now ready for examination by a jury. A jury has been selected for each area within the project to examine the criteria statements and recommend appropriate revisions.

The criteria for each competency will be used to determine whether individuals have mastered the competency. The criteria statements will be incorporated onto a check list that an evaluator may use to assess the individual's performance during or after the competency has been demonstrated.

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